

UNIT REPORT

Institution - Outcomes Results Report

Generated: 11/5/18, 3:53 PM

Arts and Sciences

English Language and Literature PSLO 1

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: Yes

Outcomes:

PSLO 1

Communication

Students will express ideas and arguments skillfully and persuasively when speaking or writing by applying the theories and techniques of creative, linguistic, literary and rhetorical studies.

Academic Year 2017-2018: Arts & Science

Term: Overview

Exceeds		80%	4
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		20%	1

Analysis/Interpretation (Consideration):

Our practice, in order to equip our students throughout our literature classes, is to provide sample topics for research assignments and to post the rubric in advance. Students are then given the freedom to select the work and research topic of their choice. 80% of students met the benchmark of earning 85% or better on the assignment tied to PSLO 1- Communication. These results support the premise that students were prepared for the assignment, selected topics of interest to them, and conducted thorough research.

In our department meeting, we discussed student motivation. Students, despite the weight of individual assignments, often choose not to complete them. This was the case with PSLO 1. We discussed possible causes for the seeming lack of motivation (time management, stress, course and/or workload).

Action Plan (Use):

In order to improve student achievement in the future, faculty in the English Language and Literature program will:

- Emphasize the value of intellectual curiosity and freedom.
- Consider the addition of an oral report to provide students an opportunity to present their paper/research findings to other participants in the program.
- Address the issue of students not submitting work in an upcoming faculty meeting.

English Language and Literature PSLO 2

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: Yes

Outcomes:

PSLO 2

Information Literacy/Critical Thinking

Students will use information literacy skills to analyze, interpret, and evaluate information within cultural and historical contexts through reading, writing, and research.

Academic Year 2017-2018: Arts & Science

Term: Overview

Exceeds		80%	4
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		20%	1

Analysis/Interpretation (Consideration):

The benchmark for the direct assessment of PSLO 2 is 80% of the students will score 85% or better. Although the sample size was relatively small for PSLO 2, the benchmark was met. The English Language and Literature faculty conferred and agree the additional guidance students received in selecting research topics and the requirement of instructor approval of topics was beneficial in meeting our program goals.

Notwithstanding students continue to struggle with motivation and procrastinate during the research component in courses across the program.

Action Plan (Use):

The English Language and Literature faculty discussed implementing the requirement of a working bibliography for research based assignments across the program. In order to underscore the importance of thorough and timely research, the ELL faculty have agreed to emphasize and review database use, as well as time management strategies during the research phase of assignments throughout the program.

English Language and Literature PSLO 3

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?:

Outcomes:

No students were enrolled in the courses used to measure this outcome during the 17-18 academic year.

Analysis/Interpretation (Consideration):

Action Plan (Use):

English Language and Literature PSLO 4

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?:

Outcomes:

No students were enrolled in the courses used to measure this outcome during the 17-18 academic year.

Analysis/Interpretation (Consideration):

Action Plan (Use):

English Language and Literature PSLO 5

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: Yes

Outcomes:

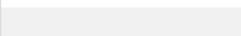
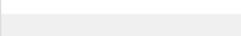
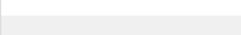
PSLO 5

Professional

Students will evaluate diverse forms of literature.

Academic Year 2017-2018: Arts & Science

Term: Overview

Exceeds		100%	3
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

The benchmark for PSLO 5 was surpassed; 100% of students scored 85% or better. The English Language and Literature faculty discussed this outcome and believe the standards of performance are appropriately ambitious for students completing the capstone in the English Language and Literature degree program. Indeed competency (proficiency) is a priority not only within our particular field of study/program but across the institution as well.

Action Plan (Use):

The English Language and Literature faculty conferred at our department meeting. As a team, we have agreed to continue emphasizing the importance of intellectual curiosity at all stages within our program. Academic excellence and rigor will continue to be our pursuit. In addition, the ELL faculty have discussed publication avenues for those students completing the capstone within our program.

GESLO 1 Communication

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: Yes

Outcomes:

GESLO 1

Communication

Students will effectively analyze and express information and ideas in writing and speaking with clarity and coherence.

Academic Year 2017-2018: **General Education**

Term: **Overview**

Exceeds		47.14%	66
Meets		39.29%	55
Partially Meets		6.43%	9
Does Not Meet		7.14%	10

Analysis/Interpretation (Consideration):

Research Paper: The English professors discussed the research paper rubric. The pre-writing section was removed from the research paper rubric and listed separately. From the statistics below, there was not much of a change in the percent of students who received 70% and 90% or higher on their papers. We will keep the pre-writing separate as follows for the future: Prewriting Progress reports for research

- Topic and Working bibliography 1%
- Thesis and preliminary outline 1%
- Note taking progress report 2%
- Final Outline 2%

The research rubric was reviewed, and we made six changes in the categories by combining some and adding a category for "signal phrase" and for the "use of 3+ books."

Final Exam: The English professors discussed all questions on the final that had less than 70% correct, which is the benchmark. We reworded questions 7, 21, 22, and 35 for clarity and deleted the two APA questions. Questions 18-19 on plagiarism had been reworded several times in the past and were not reworded again.

COM 123: There were five main areas that were weak compared to the rest of the categories.

Eye contact, Speak clearly, Speed (usually too fast), Transitions (often missing between main points in the speech), and Time (it was unclear from the rubric if students were most often overtime or under time for the 4-6 minutes required).

Action Plan (Use):

Research Paper: The professors discussed adding more coverage of synthesizing sources in class. An in-class assignment will be used to have students synthesize from 7 "mini" sources to compile correlating ideas from the sources.

Final Exam: Students still have issues in deciding what is and is not plagiarism when comparing the original work with the student paraphrase. The ENG 123 professors were going to add a 20-25 question plagiarism quiz to the course. Also, a paraphrase assignment in which students paraphrase 3 paragraphs will be added as an assignment to reinforce proper paraphrasing. Also, the professors plan to administer a plagiarism quiz mid-semester as a formative assessment.

COM 123: The speech professors will help raise student awareness and skill in these weak areas through an additional class session dedicated to transitions and updating and adding reminders on eye contact, timeframe, and speed. Develop enunciation and pronunciation exercises for in-class use.

GESLO 2 Information Literacy

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: Yes

Outcomes:

GESLO 2

Information Literacy

Students will develop the knowledge and skills needed to locate and evaluate diverse forms of information and use the information to solve problems and answer questions.

Academic Year 2017-2018: **General Education**

Term: **Overview**

Exceeds		69.37%	299
Meets		19.26%	83
Partially Meets		4.18%	18
Does Not Meet		7.19%	31

Analysis/Interpretation (Consideration):

Information Literacy Quiz ENG 123: The librarian and English professors met to discuss the quiz results. Three questions had less than 70% of the students answering correctly.

#1--"online library catalog" was unclear. Online wording confused the students.

#14 --the combination of search terms were confusing particularly using slang "kids"

#25 -The keyword search terms were acceptable but for one "Torah" several students did not know the meaning of the word

Information Literacy Project SAILS: The benchmark is the UVF would meet or exceed the national average on the exam. The benchmark was met.

Students at University of Valley Forge performed *better* than the institution-type benchmark on the following SAILS Skill Sets:

- Selecting Finding Tools
- Retrieving Sources
- Documenting Sources

Students at University of Valley Forge performed *about the same* as the institution-type benchmark on the following SAILS Skill Sets:

- Developing a Research Strategy
- Searching
- Using Finding Tool Features
- Evaluating Sources
- Understanding Economic, Legal, and Social Issues

DIG & MTN Technology Courses: Data for 100 & 200 level DIG, MTN, and CMS courses (without prerequisites) available to all students to fulfill the General Core requirements were collected, analyzed, and submitted by the instructors of each course according to established procedures. The DIG & MTN faculty reviewed the data and each professor provided analysis and recommendations. While analyzing the data with the faculty as a whole it was discovered DIG243 and DIG263 used multiple assignments to measure the different facets of GESLO 2 (find, evaluate, and use). Therefore discussion amongst the faculty concluded sustainability and consistency would be heightened if one assignment was chosen to measure the GESLO. Specifically, DIG243 (Introduction to Photography) and DIG263 (Digital Design I) rectified this concern with an agreement among professors to use the Event Assignment (5 RAW images + Processing) in DIG243, and the Final Portfolio in DIG363 to measure GESLO 2. Making these adjustments will establish consistency throughout the assessment process and will encourage greater sustainability minimizing the number of assignments assessed within GESLO 2.

Overall, individual DIG & MTN courses met the GESLO standard. However, in the aforementioned paragraph, these numbers seem to be miscalculated due to the fact some courses were assessing multiple assignments that could have negatively impacted the results. After meeting to discuss the results with the department, the general trend was that if students were present in class and turned in the work the benchmark was achieved. However, the faculty noticed due to smaller class sizes if one or two students did not submit the assignment the overall benchmark was not achieved. Unfortunately, every course experienced one or two students (in some cases the same student across the board) who simply decided to not submit certain assignments. A lack of motivation and diligence on the students was noted and faculty discussed ways to make assignments and deadlines more clear and obvious to those students in need of more structure. Otherwise, no further changes were discussed.

Action Plan (Use):

Information Literacy Quiz ENG 123: All three questions (#1, 14, and 25) were modified for next year.

DIG & MTN Technology Courses:

1. DIG243 faculty made the decision to decrease the number of assignments assessed for GESLO 2 down to one, the Event Assignment (5 RAW Images + Processing), to make future assessment sustainable and consistent.
2. DIG263 faculty made the decision to decrease the number of assignments assessed for GESLO 2 down to one, the Final Portfolio, to make future assessment sustainable and consistent.
3. Implement new tactics in each course to make deadlines more clear and obvious to students.

GESLO 3 Bible and Christian Worldview

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: Yes

Outcomes:

GESLO 3

Bible and Christian Worldview

Students will articulate the knowledge of the Bible and Christian thought from a Pentecostal/Charismatic perspective.

Academic Year 2017-2018: **General Education**

Term: **Overview**

Exceeds		59.17%	142
Meets		24.58%	59
Partially Meets		9.17%	22
Does Not Meet		7.08%	17

Analysis/Interpretation (Consideration):

The MLT department had a discussion about the appropriateness of the quiz/test used in OLT 123 and NWT 113. Multiple quizzes and assessment devices are being used that are covering the concepts.

Action Plan (Use):

OLT 123/NWT 113 - we will standardize the content that needs to be tested and allow professors to choose the format (i.e. quiz, final exam, etc.)

AG Doctrine/Thinking Theologically - 16 Fundamentals, key concepts, Scriptures that go with each. We will make sure professors have what they need for this year.

GESLO 4 Fine Arts

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: No

Outcomes:

The benchmark is that students would achieve at least 70% of students will receive a score of "adequate" (70) or better on the Fine Arts General Education rubric. The assignment in question is the Experience Assignment in which they must report on appropriate museum and concert experiences either via video or by visiting off-campus. (In the latter case they receive extra credit.)

The benchmark was not met. Only 62% achieved the necessary score.

GESLO 4

Fine Arts

In at least one area of the fine arts, students will better understand and appreciate the art form by participating in exhibitions, attending performances or practicing the art at the basic level and by identifying representative works in terms of their historical, political, or social contexts.

Academic Year 2017-2018: **General Education**

Term: **Overview**

Exceeds		60.58%	63
Meets		6.73%	7
Partially Meets		2.88%	3
Does Not Meet		29.81%	31

Analysis/Interpretation (Consideration):

1. Identification of independent variables:

- 1.1. The in-class video museum tour and music performance options were done. Students could watch the videos and complete some of the assignment in class.
- 1.2. On-campus musical events were emphasized.
- 1.3. Students who took the off-campus museum or concert options (which requires much greater effort) were rewarded with 2 bonus points (15% or 30% for both options) each.
- 1.4. The simplification of the process was continued.
- 1.5. Extra in-class emphasis was placed on this assignment.
 2. No increases in the average assignment grade were attributable to the bonus points awarded.
 3. The results indicate increased effort is required.

Although a number of strategies have been developed and implemented over a number of semesters, Achieving the benchmark remains a future goal. Observation indicates grades seem to fall into a bi-modal distribution. Therefore, it seems like special effort needs to be directed toward at-risk students. Other parts of the Campus Labs system can help in identifying them.

Action Plan (Use):

I, the instructor, will:

CURRENT INITIATIVES: Continue to emphasize the independent variables identified above.

NEW INITIATIVES: Identify at risk students using other parts of Campus Labs and our in-house specialist, Prof. Sarah Peppel.

CONSULTATIONS:

1. I will also consult with Prof. Kent Smith to whom I report.
2. Since I will not be teaching the course until the spring of 2019, I cannot take action in the fall semester, but I will consult with Prof. Dominick Garcia who is teaching it in the fall.

RESOURCES: It appears all necessary resources are currently available.

GESLO 5 Health & Physical Activity

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: No

Outcomes:

GESLO 5

Health and Physical Activity

Students will implement a plan for healthy living that addresses diet, exercise, and other factors that promote good health.

Academic Year 2017-2018: **General Education**Term: **Overview**

Exceeds		69.7%	92
Meets		9.85%	13
Partially Meets		3.03%	4
Does Not Meet		17.42%	23

Analysis/Interpretation (Consideration):

90% (75/83) of PHE activity class enrolled students met the activity criteria. However, only one PHE varsity sport class did not reach 100%, due to a manager not completing the season. We saw the most decline (from 100% past 2 year to 76%) in our PHE 251 and PHE 233 courses. We have not reached below 95% since the Fall of 2013 when we hit 92% (126/137) completion. We have seen a significant decline of student motivation to complete activity. We also reported many incidences where students over skipped the class, therefore, falling below the activity level requirement.

77% of students in PHE 281 seated and online courses met the diet analysis assignment criteria. Due to these results, the benchmark of 85% completion was not met. When analyzed further, it is shown that 83% met the criteria in the seated course to 64% completion in the online class. The assignment was a full semester, multi-layer project where student had the chance to turn in a rough draft to ensure 100% accuracy. However, it was show 61% of students did not complete the assignment until the day it was due or the day before.

Action Plan (Use):

The typical varsity sport season consist of approximately 1-2 hours of practice or game play 5/6 days a week for 15-19 weeks. Due to the vast difference in cardiovascular activity for the PHE varsity sport credit vs. the PHE 200 level activity courses, we are going to separate the direct measures. The activity measure of the PHE 200 varsity sport level is going to be set at completion of 50% of sport season or approximately 3,600 minutes of cardiovascular exercise. The Head Coach will be responsible for attendance to practice and games. The Head Coach is also responsible to alert the Director of Athletics the exact day should a dismissal of a PHE varsity sport occur. At that time, it will be documented in the NCAA Compliance Assistant Program for record keeping purposes. The PHE 200 level activity courses will remain the same at twenty 50 minute class sessions (approximately 600 minutes of cardiovascular activity).

In addition, in regards to PHE varsity sport credits, we have incorporated a rule that states no managers of PHE varsity sport will receive the same PHE sport credit as a student-athlete enrolled in the course.

The PHE 251 and PHE 233 results have caused us to develop additional steps to ensure we have reached the desired activity level. These steps include setting beginning semester goals and tracking outside/inside the class physical activity. This will be a submitted assignment where students can still complete the desired activity level even though not completing all activity in the class time due to unforeseen circumstances.

The diet analysis assignment in our PHE 281/293 courses utilized the supertracker website. Since June of 2018, the supertracker website does not exist. The assignment will now include a very similar diet analysis called MyDietAnalysis. The access code is given on the purchase of the class textbook, *Total Fitness and Wellness* by Powers and Dodd. The assignment will be adjusted in that rough drafts will be due prior to the final completion date to allow students time to adjust if necessary.

GESLO 6 History, Literature, Culture, Society, and Behavioral Sciences

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: Yes

Outcomes:

GESLO 6

History, Literature, Culture, Society, and Behavioral Sciences

Students will better understand themselves, their culture, and other cultures through critical reflection of history, literature, culture, and society that will contribute to their ability to be responsible global citizens.

Academic Year 2017-2018: **General Education**

Term: **Overview**

Exceeds		46.78%	189
Meets		35.4%	143
Partially Meets		8.66%	35
Does Not Meet		9.16%	37

Analysis/Interpretation (Consideration):

The two most frequent flaws observed when grading essays are the following: first, the absence of a good introduction containing the three essential components to a good introduction : introduction of topic, a clear thesis, and a clear plan; second, either the complete absence of citations or improper citations. There is no evidence of intent to plagiarize and therefore the cause of the problem is negligence, sloppiness, ignorance, or laziness.

Introduction/thesis and organization were the 2 weakest categories on the rubric.

Action Plan (Use):

Professors should review thesis statements in class before the essay is due. Professors should r

einforce the overall structure of an essay. Two

sample essays have been provided in the "Resources" tab in the class. Students should be encouraged to use the services of the Write Solution, the UVF tutoring center.

GESLO 7 Quantitative Reasoning Skills

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: No

Outcomes:

GESLO 7

Quantitative Reasoning Skills

Students will employ quantitative or symbolic reasoning to evaluate and solve real world problems.

Academic Year 2017-2018: **General Education**

Term: **Academic Year 2017-2018 - Spring Semester**

Exceeds		27.12%	16
Meets		15.25%	9
Partially Meets		18.64%	11
Does Not Meet		38.98%	23

Analysis/Interpretation (Consideration):

Each of the classes that meet the quantitative reasoning requirement will complete assignments, where the student will use quantitative and symbolic reasoning to evaluate and solve a real world problem. Students were given specific exam questions that were selected to assess this outcome (these results are reviewed in each course section in more detail). Our benchmark was that 80% of the students will reach the “partially met” standard or better. In spring 2018, 61% 36/59 at least partially met the benchmark. Our results indicate that across multiple sections of our math courses students had the most difficulty with problems that required them to apply concepts and formulas to real life problems. There seemed to be some differences in the results between the online and seated sections of Quantitative Reasoning in the spring semester, with students in the seated class having more difficulty calculating simple and compound interest, creating budgets and analyzing loan options. In the online sections, the challenges were similar, but not identical, as students had the most difficulty solving application problems involving investments. Though the sample sizes are small in each class, we will continue to monitor this in the next assessment round to see if the differences persist. The differences might be due to the different populations in each group with more online learners drawn from dual enrollment students or adult learners or to other variables.

Action Plan (Use):

We identified interventions that we believe can support our students learning math at the program and institutional level here:

1. TAs or tutors from the tutoring center have come to seated classes to assist student in class and help connect students to the individuals in the tutoring center. This has also allowed students to have their questions answered more quickly. We would like to explore offering online access to the tutoring that could help support students who are not able to come to the tutoring center. Some additional research is needed to see if this could be done through the software used in our math courses or another method, and if this is a service that students would find helpful, which we suggest exploring through course evaluation surveys in the MTH classes.

GESLO 8 Natural Science

Start: 07/01/2017

End: 06/30/2018

Providing Department: Arts and Sciences

Benchmark Met?: Yes

Outcomes:

GESLO 8

Natural Science

Students will distinguish scientific inquiry from other ways of knowing and applying these methods to make informed judgments regarding contemporary issues in at least one field of science.

Academic Year 2017-2018: **General Education**

Term: **Overview**

Exceeds		52.08%	25
Meets		31.25%	15
Partially Meets		8.33%	4
Does Not Meet		8.33%	4

Analysis/Interpretation (Consideration):

Students will distinguish scientific inquiry from other ways of knowing and applying these methods to make informed judgments regarding contemporary issues in at least one field of science. Students in each of the science classes write a paper where they evaluate a contemporary scientific issue. Benchmark: 80% of the students will reach the “partially met” standard or better. We found that this benchmark was met in the current 2017-2018 assessment year with 39/42 or 92% of the students meeting or partially meeting the standard. Results were generally similar across subjects (SCI 113 Physical Science, SCI 123 General Biology, and SCI 143 Ecology and Environmental Science). Areas for improvement actions included emphasizing the nature of science compare to non-science, and continuing to help students with their research papers especially in the area of using the writing center or tutoring and class time to reinforce student motivation. One of the actions taken in a prior semester

was that faculty made "Nature of Science" videos that carefully covered key topics in this field and could be used in each course as a supplement to other instruction. These video's seemed to have helped students, though some still have not fully reached our goals for them.

Action Plan (Use):

In addition to various interventions taken at the course level these additional program and institutional level actions are planned.

1. Science faculty have been targeting the area of understanding science vs non-science in their classes, but this topic may also be dealt with in other courses. It therefore seems appropriate for us to discuss at the GESLO (General Education Student Learning Outcome) meeting where actions can be taking included emphasizing the nature of science compare to non-science, perhaps in other GESLO subjects that deal with this topic can stress the experimental nature of science compare to non-science. If this topic is dealt with in other parts of the curriculum we can reinforce each other's teaching by using some of the same approaches to teaching about this topic. Discussion at the GESLO meeting is the next step in moving forward to greater coordination between professors in different departments.
2. In addition, we would like to discuss, in the GESLO meeting how to help students with their research papers especially faculty development to improve teaching about writing and to reinforce student motivation to complete writing assignments fully.
3. Some students taking SCI classes may not have completed ENG 123 College Writing and Research and could have some difficulty completing this research paper if they have not fully developed their research skills. Can the GESLO committee consider recommending ENG 123 as a co-requisite or prerequisite for SCI classes?

Behavioral Sciences

BSD PSLO 1

Start: 07/01/2017

End: 06/30/2018

Providing Department: Behavioral Sciences

Benchmark Met?: Yes

Outcomes:

PC PSLO 1

Communication

Students will be able to clearly articulate in speech and writing psychological principles and concepts related to the field of behavioral sciences

Academic Year 2017-2018: Behavioral Sciences

Term: Overview



SW PSLO 1

Communication

Students will demonstrate competency in critical thinking and analysis of theories, principles, and concepts in the application of social work practice activities.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview



PSY PSLO 1

Communication

Students will clearly articulate in speech and writing psychological principles and concepts related to the field of behavioral sciences. This matches APA goal: Students will be able to communicate effectively in a variety of formats.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview



CJ PSLO 1

Communication

Students will clearly articulate in speech and writing criminal justice principles and concepts related to the profession

Academic Year 2017-2018: Behavioral Sciences

Term: Overview



Analysis/Interpretation (Consideration):

Overall all of the programs in the Behavioral Sciences department met the standards.

Action Plan (Use):

We will continue to monitor the PSLO. If changes need to be made we will reassess and make changes accordingly.

BSD PSLO 2

Start: 07/01/2017

End: 06/30/2018

Providing Department: Behavioral Sciences

Benchmark Met?: Yes

Outcomes:

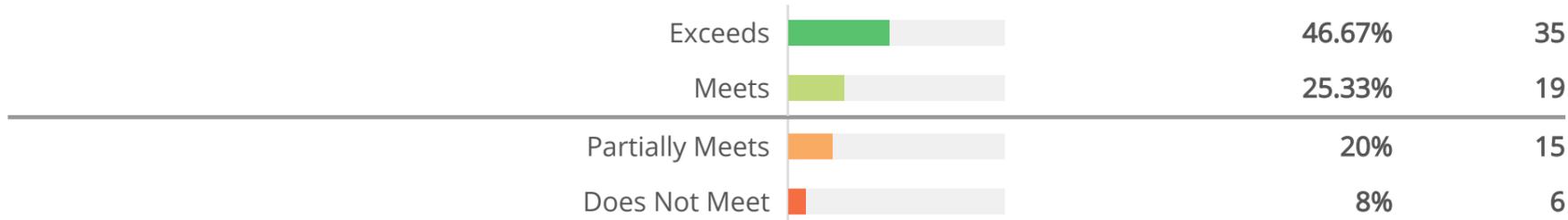
PC PSLO 2

Information Literacy/Critical Thinking

Students will locate information, critically evaluate and apply the information related to human behavior and cognition. This goal corresponds with APA goal: Student, will demonstrate information competence and the ability to use computers and other technology for many purposes.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview



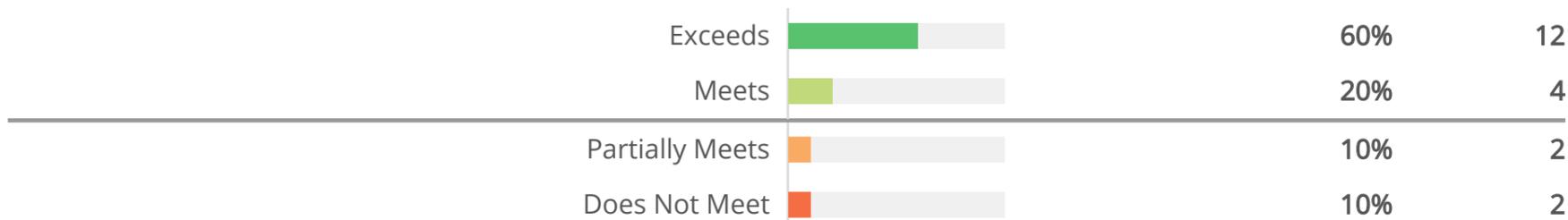
CJ PSLO 2

Information Literacy/Critical Thinking

Students will be able to research and locate information related to current criminal justice issues and reflect how applications impact crime.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview



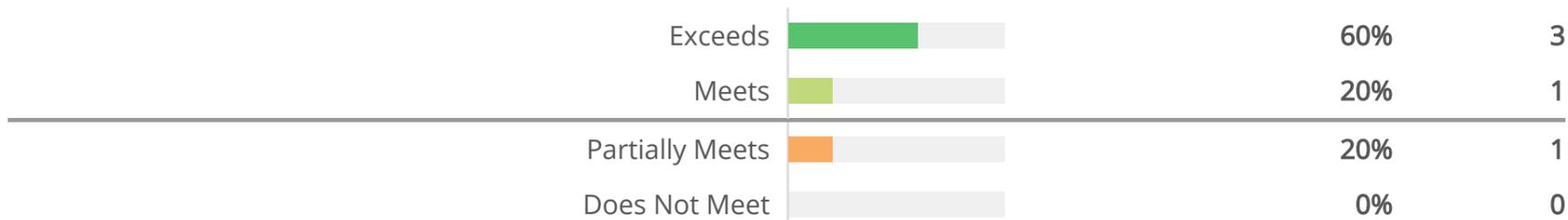
SW PSLO 2

Information Literacy/Critical Thinking

Students will locate information, critically evaluate, and apply the information related to social work theories, policies and concepts.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview



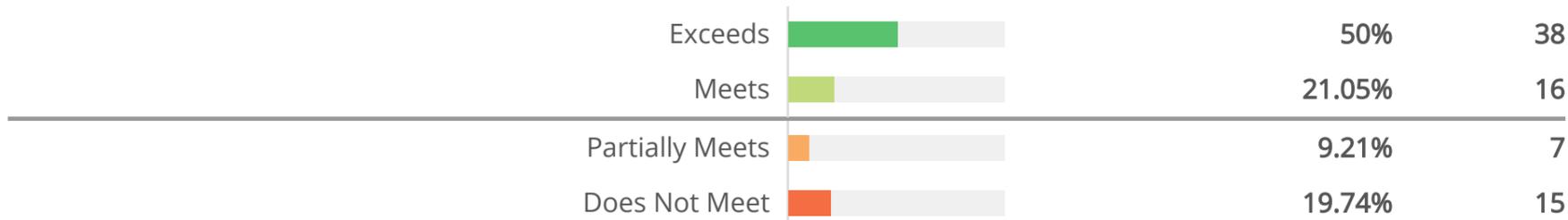
PSY PSLO 2

Information Literacy/Critical Thinking

Students will locate information, critically evaluate, and apply the information related to human behavior and cognition. This goal corresponds with APA goal: Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview



Analysis/Interpretation (Consideration):

Overall the programs met the standard. As a department we realize that we need to reinforce APA to improve information literacy

Action Plan (Use):

The plan is to reinforce APA teaching by extra time in class reviewing APA and providing a quiz in our Intro to Psychology and Pastoral Counseling courses to improve information literacy which will be done in Fall 2018.

BSD PSLO 3

Start: 07/01/2017

End: 06/30/2018

Providing Department: Behavioral Sciences

Benchmark Met?: Yes

Outcomes:

PC PSLO 3

Interpersonal Skills

Students will be able to perform the duties of a pastor that are essential in the development and administration of the local church.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview

Exceeds		0%	0
Meets		87.5%	21
Partially Meets		12.5%	3
Does Not Meet		0%	0

CJ PSLO 3

Interpersonal Skills

Students will demonstrate the ability to collaborate and apply criminal justice principles to their responsibilities that are critical in the enforcement of crime in local, state, or federal jurisdictions.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview

Exceeds		52.94%	9
Meets		23.53%	4
Partially Meets		11.76%	2
Does Not Meet		11.76%	2

SW PSLO 3

Interpersonal Skills

Students will collaborate and apply social work ethical principles to professional, social and organizational issues within clinical settings.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview

Exceeds		75%	12
Meets		12.5%	2
Partially Meets		6.25%	1
Does Not Meet		6.25%	1

PSY PSLO 3

Interpersonal Skills

Students will collaborate and apply psychological principles to personal, social, and organizational issues within clinical settings. This matches APA goal: Students will understand and apply psychological principles to personal, social, and organizational issues

Academic Year 2017-2018: Behavioral Sciences

Term: Overview

Exceeds		50%	25
Meets		26%	13
Partially Meets		10%	5
Does Not Meet		14%	7

Analysis/Interpretation (Consideration):

The behavioral sciences department agreed that the PSLO standard was met. The sample sizes were similar for Criminal Justice, Social Work, and Pastoral Counseling compared to the higher sample size for Psychology.

Action Plan (Use):

The plan is to continue to monitor the courses affiliated with the PSLO and reassess if changes need to be made in 2018-2019.

BSD PSLO 4

Start: 07/01/2017

End: 06/30/2018

Providing Department: Behavioral Sciences

Benchmark Met?: Yes

Outcomes:**PC PSLO 4****Christian Worldview**

Students will be able to assimilate their Christian faith and psychological principles in the areas of mental health.

Academic Year 2017-2018: **Behavioral Sciences**

Term: **Overview**

Exceeds		53.85%	14
Meets		26.92%	7
Partially Meets		15.38%	4
Does Not Meet		3.85%	1

PSY PSLO 4**Christian Worldview**

Students will assimilate their Christian faith and knowledge of psychological principles into clinical practice. This matches APA goal: Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline

Academic Year 2017-2018: **Behavioral Sciences**

Term: **Overview**

Exceeds		60%	21
Meets		14.29%	5
Partially Meets		14.29%	5
Does Not Meet		11.43%	4

SW PSLO 4**Christian Worldview**

. Students will integrate their Christian faith and knowledge of social work principles into clinical practice in preparation for generalist social work practice and graduate study.

Academic Year 2017-2018: **Behavioral Sciences**

Term: **Overview**

Exceeds		71.43%	5
Meets		28.57%	2
Partially Meets		0%	0
Does Not Meet		0%	0

CJ PSLO 1**Communication**

Students will clearly articulate in speech and writing criminal justice principles and concepts related to the profession

Academic Year 2017-2018: **Behavioral Sciences**

Term: **Overview**

Exceeds		69.57%	16
Meets		17.39%	4
Partially Meets		13.04%	3
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

The outcomes show that the standard has been met.

Action Plan (Use):

We will re-evaluate the standards in 2018-2019 for any changes.

BSD PSLO 5

Start: 07/01/2017

End: 06/30/2018

Providing Department: Behavioral Sciences

Benchmark Met?: Yes

Outcomes:

The benchmark has been met in the behavioral sciences department.

PC PSLO 5**Professional**

Students will be able to collaborate together in an appropriate and ethical manner, exhibiting leadership abilities and teamwork.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview

Exceeds		0%	0
Meets		86.67%	13
Partially Meets		0%	0
Does Not Meet		13.33%	2

PSY PSLO 5**Professional**

Students will utilize generalist knowledge, skills, and ethics to execute professional psychological practice with all systems, individuals, families, and groups. This matches APA goal: Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Academic Year 2017-2018: Behavioral Sciences

Term: Overview

Exceeds		50%	17
Meets		29.41%	10
Partially Meets		17.65%	6
Does Not Meet		2.94%	1

SW PSLO 5**Professional**

Students will utilize generalist knowledge, skills, and ethics to execute professional social practice with all systems, individuals, families, and groups at individual, family, group, community and organizational levels of practice

Academic Year 2017-2018: Behavioral Sciences

Term: Overview

Exceeds		65.38%	17
Meets		23.08%	6
Partially Meets		11.54%	3
Does Not Meet		0%	0

CJ PSLO 5**Professional**

Students will utilize generalist knowledge, skills and ethics to execute responsible personal behavior, cooperation and leadership independently and collectively with all systems, individuals, families, and groups at individual, family, group, community and organizational levels of practice

Academic Year 2017-2018: Behavioral Sciences

Term: Overview

Exceeds		92.31%	12
Meets		7.69%	1
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

We notice that the sampling sizes were similar and the students exceed or met the standard.

Action Plan (Use):

There will be no changes at this time but we will reevaluate the measures and benchmarks for the PSLO in 2018-2019.

Business Administration

BUS/SPT PSLO 1

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?: Yes

Outcomes:

BUS PSLO 1

Communication

Students will practice good oral and written communication skills to effectively express ideas to a variety of audiences and in different organizational settings.

Academic Year 2017-2018: Business

Term: Overview



SPT PSLO 1

Communication

Students will practice good oral and written communication skills to effectively express ideas to a variety of audiences and in different organizational settings.

Academic Year 2017-2018: Business

Term: Overview



Analysis/Interpretation (Consideration):

Business: There were 83% of students who performed well using their verbal and written communication skills. We found this data to be the result of spending time in classes explaining expectations and communication skills.

Sport Management: Over 84% of students met or exceeded the standard for their written and communication skills. Students were prepared in classes for the projects.

Action Plan (Use):

Business: As students performed well in their communication, we will continue to emphasize communication skills in the classroom.

Sport Management: In some cases, we will use additional check points during courses to ensure students are better prepared for assignments.

BUS/SPT PSLO 2

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?: Some

Outcomes:

BUS PSLO 2

Information Literacy/Critical Thinking

Students will develop the knowledge and skills needed to locate and evaluate diverse forms of information in order to solve problems and make sound decisions.

Academic Year 2017-2018: Business

Term: Overview



Meets		15.09%	8
Partially Meets		15.09%	8
Does Not Meet		22.64%	12

SPT PSLO 2

Information Literacy/Critical Thinking

Analyze and evaluate research in the field of sport management.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		21.43%	3
Meets		28.57%	4
Partially Meets		7.14%	1
Does Not Meet		42.86%	6

Analysis/Interpretation (Consideration):

Business: For BUS PSLO 2, 62 % of students met the standard. We found that some students did not submit projects in courses which resulted in lower assessment results. We also found that some students do not understand the concept of critical thinking.

Sport Management: Only 60% of students met or exceeded the standard. We found that students struggle with locating academic sources, organizing written work, and proofreading skills.

Action Plan (Use):

Business: We determined that additional time in class is needed to provide instruction for students to develop stronger critical thinking skills.

Sport Management: We will provide additional resources in the course including journal database training and instructions for organizing and proofreading work.

BUS/SPT PSLO 3

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?:

Outcomes:

BUS PSLO 3

Interpersonal Skills

Students will use effective interpersonal skills to successfully work with others in groups and cross-functional teams to accomplish organizational goals.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		20%	7
Meets		65.71%	23
Partially Meets		2.86%	1
Does Not Meet		11.43%	4

SPT PSLO 3

Interpersonal Skills

Demonstrate effective leadership skills in a sport management setting.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		41.67%	5
Meets		25%	3
Partially Meets		8.33%	1
Does Not Meet		25%	3

Analysis/Interpretation (Consideration):

Business: We found that 85% students demonstrated sufficient interpersonal skills and met the benchmark.

Sport Management: We found that 66% of students met the benchmark. Benchmark was not met. We believe that students may not have clearly understood the expectations included in the Supervisor Field Evaluation Form.

Action Plan (Use):

Business: We found that we can continue to improve student learning by revising the syllabi in some courses to better assess the outcome. We will also continue to help students develop strong interpersonal skills by addressing the topic in class when explaining pertinent assignments.

Sport Management: We will take time in class to review the Supervisor Field Evaluation Form to ensure students have a clear understanding of the expectations to succeed in the course.

BUS/SPT PSLO 4

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?: No

Outcomes:

BUS PSLO 4

Christian Worldview

Students will integrate principles of Christian values, ethics, and world-view with the principles of business administration and financial management to exercise responsibilities for proper stewardship of all resources.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		34.48%	20
Meets		32.76%	19
Partially Meets		20.69%	12
Does Not Meet		12.07%	7

SPT PSLO 4

Christian Worldview

Critique the biblical implications of ethical/moral dilemmas as it relates to areas of sport management.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		0%	0
Meets		66.67%	4
Partially Meets		16.67%	1
Does Not Meet		16.67%	1

Analysis/Interpretation (Consideration):

Business: We found that one reason why the benchmark was not met was that students did not always submit assignments used for assessment. Furthermore, we concluded that the Christian Worldview was not consistently explained as it related to business.

Sport Management: We found that 66% percent met the benchmark. Students seemed to lack an understanding of the Christian worldview and its role in the field of sport management.

Action Plan (Use):

Business: We determined that taking more time in class to discuss how the Christian worldview relates to business will help students better make the connection between Christian worldview and business. We also decided that we can review course assignments to ensure they address the Christian worldview.

Sport Management: We will provide examples of existing work so that students better grasp the concept of a Christian worldview and how to communicate their Christian worldview.

BUS/SPT PSLO 5-7

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?: Yes

Outcomes:

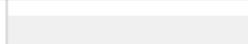
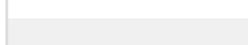
BUS PSLO 5

Professional

Students will be able to effectively manage organizational resources for a profit or non-profit organization, and apply sound decision making to financial, human resources, and technological situations.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		50%	4
Meets		50%	4
Partially Meets		0%	0
Does Not Meet		0%	0

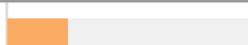
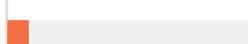
SPT PSLO 5

Professional

Integrate knowledge of the sport management field from areas including history, sociology, governance, communications, and business with an understanding of opportunities available in the field.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		41.67%	5
Meets		25%	3
Partially Meets		25%	3
Does Not Meet		8.33%	1

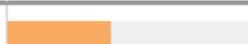
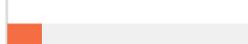
SPT PSLO 6

Professional

Assess the basic principles of business including accounting, management, marketing, promotions, finance, and economics as they relate specifically to sports.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		0%	0
Meets		42.86%	3
Partially Meets		42.86%	3
Does Not Meet		14.29%	1

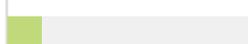
SPT PSLO 7

Professional

Integrate technology used in the field of sport management.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		57.14%	4
Meets		14.29%	1
Partially Meets		0%	0
Does Not Meet		28.57%	2

Analysis/Interpretation (Consideration):

Business: We found that students demonstrated sufficient understanding of professionalism in business settings. We believe this is the result of explaining the concept of professionalism in the the classroom and its importance in the workplace.

Sport Management (PSLO 5): We found 67% of students met benchmark. The benchmark was not met. Students seemed to lack writing and reflection skills.

Sport Management (PSLO 6): Only 42% of students met the benchmark. Group assignments are generally used for assessing this PSLO. We found that there was an inadequate method for assessing team members' contributions.

Sport Management (PSLO 7): Only 71% of students met the benchmark. The benchmark was not met. We noticed that students did not always follow instructions.

Action Plan (Use):

Business: We will continue to focus on the important role of professionalism in the workplace in the classroom experience.

Sport Management (PSLO 5): We will provide additional instruction on how to better writing skills and reflection skills.

Sport Management (PSLO 6): Provide better assessment tools to assess group projects. We will also provide sample work of project paper for students to review. We will need to review the method for assessing team members and revise the rubric as necessary.

Sport Management (PSLO 7): We will better prepare students by providing more examples and practice time in class.

MAOL PSLO 1

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?: Yes

Outcomes:

MOL PSLO 1

Communication

Students will communicate in writing and through presentations, academic research that addresses critical issues of personal and organizational leadership.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		62.5%	5
Meets		37.5%	3
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

All students performed well at communicating via writing and presentations.

Action Plan (Use):

As the benchmark was met, we will continue to emphasize important aspects of written and verbal communication in the course.

MAOL PSLO 2

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?: Yes

Outcomes:

MOL PSLO 2A

Critical Thinking A: Information Technology

Students will be able to utilize information technologies in the design and leadership of organizations, to assist with current and future decision making and strategic thinking.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		77.78%	14
Meets		22.22%	4
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

All the students met the standard with 77% exceeding the standard.

Action Plan (Use):

We will continue to inform students how to think critically.

MAOL PSLO 3

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?: Yes

Outcomes:

100% of students met the standard.

MOL PSLO 3

Interpersonal

Students will analyze their own leadership style and develop steps in which to more effectively work as a team, and thereby manage organizational behavior and change.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		62.5%	5
Meets		37.5%	3
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

Students met the benchmark. Students demonstrated good interpersonal skills in course projects. We believe that the projects encourage students to analyze their interpersonal skills and improve as needed.

Action Plan (Use):

We will continue to emphasize in the courses how students can develop interpersonal skills.

MAOL PSLO 4

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?: Yes

Outcomes:

We found that students were sufficiently able to demonstrate an understanding of the Christian worldview in course projects.

MOL PSLO 4

Christian Worldview

Students will define, articulate and embrace a personal philosophy of servanthood, integrity, ethics, and leadership that is grounded in a Judeo-Christian worldview and values system.

Academic Year 2017-2018: **Business**

Term: **Overview**

Exceeds		37.5%	3
Meets		62.5%	5
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

Students met the benchmark. We found that students were sufficiently able to demonstrate an understanding of the Christian worldview in course projects. We believe one reason for the positive outcome in the PSLO is that students are required to read a textbook addressing the Christian worldview in an earlier course.

Action Plan (Use):

We will continue to emphasize the importance of leaders developing and possessing a Christian worldview.

MAOL PSLO 5A

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?: Yes

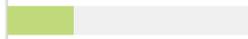
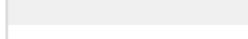
Outcomes:

MOL PSLO 5A

Professional A: Leadership Skills

Students will demonstrate leadership knowledge, capabilities, and characteristics to positively impact the church or marketplace.

Academic Year 2017-2018: **Business**Term: **Overview**

Exceeds		36.36%	4
Meets		27.27%	3
Partially Meets		36.36%	4
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

We found that only 63% of students met this benchmark. Some students struggled with writing skills in the lower level courses. Particularly, students seemed to rush in writing their assignments and therefore did not completely follow instructions and had many spelling, APA, and grammar issues.

Action Plan (Use):

We will encourage students to begin their assignments earlier to allow them more time to write and edit their work.

MAOL PSLO 5B

Start: 07/01/2017

End: 06/30/2018

Providing Department: Business Administration

Benchmark Met?: Yes

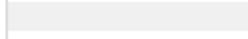
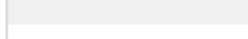
Outcomes:

MOL PSLO 5B

Professional B: Strategic Analysis

Students will gain understanding in strategic analysis and implementation as it relates to leading organizations and culturally diverse teams.

Academic Year 2017-2018: **Business**Term: **Overview**

Exceeds		100%	3
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

Students met the benchmark. Students demonstrated a strong understanding of strategic analysis.

Action Plan (Use):

We will continue to emphasize strategic analysis concepts in the course content.

Digital Media Communications

Graduate PSLO 1

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?:

Outcomes:

No students were enrolled in the courses used to measure this outcome during the 17-18 academic year.

Analysis/Interpretation (Consideration):

Action Plan (Use):

Graduate PSLO 2

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?:

Outcomes:

No students were enrolled in the courses used to measure this outcome during the 17-18 academic year.

Analysis/Interpretation (Consideration):

Action Plan (Use):

Graduate PSLO 3

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?: Yes

Outcomes:

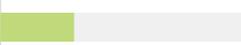
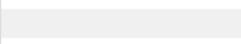
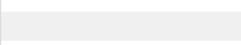
MA PSLO 3

Interpersonal Skills

Students will demonstrate leadership skills by leading teams in applied digital media settings.

Academic Year 2017-2018: **Digital Media**

Term: **Overview**

Exceeds		70%	7
Meets		30%	3
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

The faculty reviewed the data for this outcome. Benchmarks were met. The class size was five. The students engaged with their classmates, the text and with their teams. They all demonstrated strong leadership and interpersonal skills. The assessment actually requires the students to build a team and create a digital media project.

The MA-DM program ran in a limited capacity during the 2017-18 academic year as there were no new students enrolled into the program. Those that completed the program met expectations and benchmarks. We believe the program is strong but enrollment is limited.

Action Plan (Use):

There are no new actions based upon this data. However, faculty will strategize general changes to program to increase enrollment.

Graduate PSLO 4

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?:

Outcomes:

No students were enrolled in the courses used to measure this outcome during the 17-18 academic year.

Analysis/Interpretation (Consideration):

Action Plan (Use):

Graduate PSLO 5

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?: Yes

Outcomes:

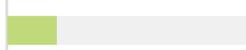
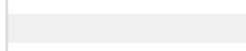
MA PSLO 5

Professional

Students will develop and produce digital media products integrating information through writing, audio, still digital images, video, or animation using a variety of computer applications.

Academic Year 2017-2018: **DIG 699**

Term: **Overview**

Exceeds		80%	4
Meets		20%	1
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

The faculty reviewed the data for this outcome. Benchmarks were met. The instructor comments for the assessment completed indicate that the research portion of the of Directed Project was strong. There was discussion that while benchmarks were met overall, the production portion of the project seemed to be slightly weaker than the written portion.

The MA-DM program ran in a limited capacity during the 2017-18 academic year as there were no new students enrolled into the program. Those that completed the program met expectations and benchmarks. We believe the program is strong but enrollment is limited.

Action Plan (Use):

There are no new actions based upon this data. However, faculty will strategize general changes to program to increase enrollment.

Undergraduate PSLO 1

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?: Yes

Outcomes:

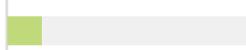
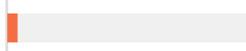
PSLO 1

Communication

Students will produce effective examples of creative and strategic communication in a variety of traditional and new media forms, demonstrating an understanding of communication theory and applications.

Academic Year 2017-2018: **Digital Media**

Term: **Overview**

Exceeds		71.43%	20
Meets		14.29%	4
Partially Meets		10.71%	3
Does Not Meet		3.57%	1

Analysis/Interpretation (Consideration):

Assessments from the 2017-18 academic year indicate students are achieving benchmarks for this outcome. The faculty discussion primarily centered around determining if embedded assessments are housed in courses that best represent student learning for this outcome. It was determined that we were using two lower level courses for data. The faculty agreed adjust our

assessment plan to include both a fundamental and advanced level course for this outcome.

Action Plan (Use):

The faculty decided upon the following actions:

1. Digital Design Final Portfolio- With the addition of Digital Design 2 for all Digital Media Majors, it is best to change the direct assessment of this PSLO to Final Course Portfolio to DIG 264 Digital Design 2. This change will provide evidence of more advanced work and provide snapshots at different class standing.
2. Change both benchmarks to 75% will achieve 80% or higher.

Undergraduate PSLO 2

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?: Yes

Outcomes:

PSLO 2

Information Literacy/Critical Thinking

Students will research current and trending topics to analyze, evaluate, and interpret texts, media products, performances, and human interaction with, and use of, digital media.

Academic Year 2017-2018: Digital Media

Term: Overview

Exceeds		33%	33
Meets		57%	57
Partially Meets		6%	6
Does Not Meet		4%	4

Analysis/Interpretation (Consideration):

Assessments from the 2017-18 academic year indicate students are achieving benchmarks for this outcome overall. Faculty reviewed data and determined that it is indicative of appropriate student learning for this outcome. There was a decision to change benchmark for this outcome to 75% will receive 80% or higher on the various rubrics used.

Action Plan (Use):

The faculty agreed upon the following action:

Change benchmark to 75% will receive 80% or higher.

Undergraduate PSLO 3

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?: Yes

Outcomes:

PSLO 3

Interpersonal Skills

Students will demonstrate leadership skills in production environments by participating with and leading teams of peers.

Academic Year 2017-2018: Digital Media

Term: Overview

Exceeds		30.88%	21
Meets		45.59%	31
Partially Meets		8.82%	6
Does Not Meet		14.71%	10

Analysis/Interpretation (Consideration):

Assessments from the 2017-18 academic year indicate student benchmarks were partially met for this outcome. Faculty reviewed data and determined the following:

Faculty discussed the possibility of adding a 1 credit lab to the course DIG303 to mandate additional time in group settings. There is always a challenge of adequate time for students to work together in hands-on work. This is to be vetted in the 2018-2019 academic year. There was discussion and agreement to change the benchmark in DIG303 from 85% will achieve 85% to

75% will achieve 80% or higher. For both DIG303 and DIG321, faculty instructor suggested to add checkpoints for large group projects as well as increase the metrics for marketing the podcast. Additionally, there was discussion regarding the work load of the course. The course credit hour calculator will be reviewed for the 2018-19 academic year to determine whether or not the course should be increased to two or three credits.

Students have ample co-curricular opportunities in the Digital Media Communications Dept. to be engaged in group work that is specific to the major. As one example, daily Chapel production experience continues to be a strong learning and growth opportunity for this outcome. It will be helpful to track DM student involvement in production opportunities using the new Engage software available through Campus Labs.

It seems that the biggest challenge in not meeting the benchmark was not student ability, but failure of the students to actually complete the assignments. There seems to be a trend from class to class in this area.

Action Plan (Use):

The faculty decided upon the following actions:

1. Faculty will determine viability of 1 cr. lab option for DIG 303.
2. Faculty will also explore and attempt to integrate Beacon software tracking for student co-curricular training experiences in production.
3. Failure of students to complete required assignments should be discussed at the Academic Affairs level.

Undergraduate PSLO 4

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?: Yes

Outcomes:

PSLO 4

Christian Worldview

Students will define and articulate a personal theology of service and leadership that incorporates their faith and Christian worldview with their commitment to digital media.

Academic Year 2017-2018: Digital Media

Term: Overview

Exceeds		67.24%	39
Meets		25.86%	15
Partially Meets		1.72%	1
Does Not Meet		5.17%	3

Analysis/Interpretation (Consideration):

Assessments from the 2017-18 academic year indicate students are achieving benchmarks for this outcome overall. There was some discussion around one of the two embedded assessments for this outcome.

The ENG 333 Testimony Project received some criticism in course evaluations as being repetitive with other courses. We realized that this assignment was inadvertently removed from the coursework for 2017-2018. We agreed that this assignment will be added back into course for 2018-2019. The Instructor will reevaluate this assignment to be more theology and media related before deploying the assignment.

We agreed the benchmark for this project should be changed to 75% will achieve 80% or higher.

There was considerable discussion around this outcome in that it is a part of the DNA in every course in the department. Whether an introductory design course or an advanced audio course, all faculty teach with a Christian worldview and this is passed on to students.

Action Plan (Use):

The faculty decided upon the following actions:

1. Instructor will reevaluate ENG 333 *Testimony Project assignment* to be more theology and media related.
2. Benchmark to be changed to 75% will achieve 80% or higher.

Undergraduate PSLO 5

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?: Yes

Outcomes:

PSLO 5

Professional

Students will develop and produce digital media products integrating information through writing, audio, still digital images, video, animation using a variety of computer applications.

Academic Year 2017-2018: **Digital Media**

Term: **Overview**

Exceeds		41.94%	26
Meets		46.77%	29
Partially Meets		3.23%	2
Does Not Meet		8.06%	5

Analysis/Interpretation (Consideration):

Assessments from the 2017-18 academic year indicate students are achieving benchmarks for this outcome overall. Faculty reviewed data and assessments and had robust discussion regarding the importance of assessing this outcome at the highest course levels in each program.

As a result, faculty determined after reviewing the curriculum matrix that there is a need to make modifications to ensure we are adequately assessing this outcome in capstone courses.

We agreed that we should change with embedded assessment for PSLO #1 from DIG263 to DIG 264 Digital Design 2 Final Design Portfolio. We also agreed to change the benchmark for DIG 263 to 75% will achieve 80% or higher.

Additionally, faculty determined to modify the curriculum matrix for 2018-19 to include a direct assessment in each of the following capstone courses:

DIG 432 Senior Video Portfolio, DIG 442 Senior Photography Portfolio, DIG 465 Senior Design Portfolio, & MTN 441 Senior Audio Project

In each of these courses faculty set a benchmark of 80% of students will achieve an 80% or higher on the Final Project /Portfolio rubrics for each course.

The faculty also discussed the lack of a capstone course for Digital Media Studies majors and have decided that each Digital Media Studies student will choose one of the four available capstone courses currently available. The decision of which particular course will be made in consultation with the academic advisor.

Digital Media students generally excel in this outcome as they are working within their chosen fields.

Finally, the faculty discussed the wording of PSLO 5 and agreed to make changes to be included in the 2019-2020 Academic Catalog.

PSLO 5 is now: 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.

Action Plan (Use):

The faculty decided upon the following actions:

- DIG 264 Digital Design 2 will become one course with a direct embedded assessment for this outcome. Benchmark w75% will achieve 80% or higher.
- The second direct embedded assessment for this outcome will be from the following courses:
 - DIG 432 Senior Video Portfolio, DIG 442 Senior Photography Portfolio, DIG 465 Senior Design Portfolio, & MTN 441 Senior Audio Project
 - Benchmark: 80% of students will achieve an 80% or higher on the Final Project /Portfolio rubrics for each course.
- Digital Media Studies majors will choose one of the four available capstone courses currently available. The decision of which particular course will be made in consultation with the academic advisor.
- Change PSLO 5 wording to be: 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.

Undergraduate PSLO 6

Start: 07/01/2017

End: 06/30/2018

Providing Department: Digital Media Communications

Benchmark Met?: Yes

Outcomes:

PSLO 6

Professional

Students will produce and publish digital media through various formats using appropriate Internet and telecommunications technology.

Academic Year 2017-2018: **Digital Media**

Term: **Overview**

Exceeds		36.59%	30
Meets		47.56%	39
Partially Meets		6.1%	5
Does Not Meet		9.76%	8

Analysis/Interpretation (Consideration):

Assessments from the 2017-18 academic year indicate students are achieving benchmarks for this outcome overall. Faculty reviewed data and determined that data is indicative of appropriate student learning for this outcome.

Instructor initiated discussion with benchmark for COM 301- Final Brand Package. As in other outcomes, faculty agreed that benchmark of 75% will achieve 80% or higher is an appropriate goal.

A continuation of discussion regarding using capstone courses as direct measures for PLSOs 5 & 6. The current second direct assessment (DIG 313 & MTN/423/253), while adequate to this point, does not provide the same scope to student achievement in this outcome as will the following adjustment.

As in PSLO 5, faculty determined to modify the curriculum matrix for 2018-19 to include a direct assessment for PSLO 6 in each of the following capstone courses: DIG 432 Senior Video Portfolio, DIG 442 Senior Photography Portfolio, DIG 465 Senior Design Portfolio, & MTN 441 Senior Audio Project.

The Digital Media Studies Major does not have a major specific capstone course required. Therefore, the faculty determined that Digital Media Studies students will choose (with the aid of the academic advisor) on of the four courses above.

In each of these courses faculty set a benchmark of 75% of students will achieve an 80% or higher on the Final Project /Portfolio rubrics for each course. Additionally, all students will submit their work for ELITE awards.

Finally, faculty discussed the current wording of PSLO 6 and agreed to make an update to the language for the 2019-20 Academic Catalog. PSLO 6 will now read: Students will produce and publish digital media an various formats using modern communication technologies.

Action Plan (Use):

The faculty decided upon the following actions:

1. COM 301- Final Brand Package-Change benchmark to 75% will achieve 80% or higher.
2. Modify Curriculum Matrix- Direct Assessment 2 will now include the following capstone courses: DIG 432-Senior Video Portfolio, DIG 442- Senior Photography Portfolio, DIG 465 Senior Design Portfolio, MTN 441 Senior Audio Project.
3. Benchmark for all: 75% percent will achieve a grade of 80 or higher on the Final Portfolio deliverables submission. All students will submit their work for ELITE awards.
4. DM Studies to require Capstone course (DIG 432, 442, 465 or MTN 441).
5. Change PSLO 6 wording in 2019-2020 Academic Catalog to: Students will produce and publish digital media in various formats using modern communication technologies.

Education

Education PSLO 1: Communication

Start: 07/01/2017

End: 06/30/2018

Providing Department: Education

Benchmark Met?: Some

Outcomes:

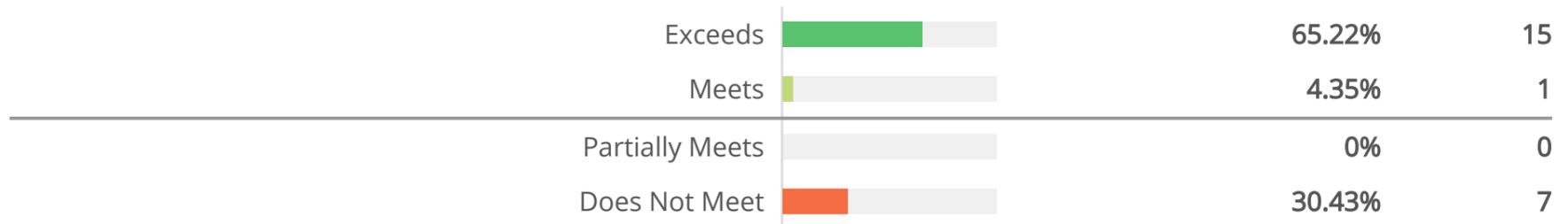
PSLO 1

Communication

Students will communicate effectively, orally and in writing, for a diverse audience within educational settings.

Academic Year 2017-2018: Education

Term: Overview



Analysis/Interpretation (Consideration):

The benchmark was not met in two of the three embedded assessments, but for different reasons. In the first case, students saw score reductions for unclear content and formatting and grammatical errors in a short research paper. In the second case, the small class size was responsible, since one student did not hand in the benchmark assignment.

Action Plan (Use):

We believe an action plan is necessary for the first embedded assessment that did not meet the benchmark. Since formatting and grammar continue to be an issue for many students, the professor will continue to conduct a brief writing workshop at the beginning of the semester. To help with unclear content, the professor will also consider requiring an outline of the paper be submitted prior to final submission.

Education PSLO 2: Information Literacy/Critical Thinking

Start: 07/01/2017

End: 06/30/2018

Providing Department: Education

Benchmark Met?: No

Outcomes:

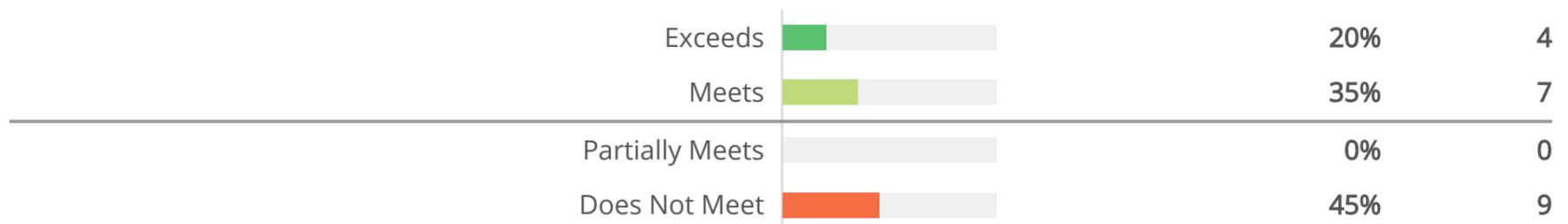
PSLO 2

Information Literacy/Critical Thinking

Students will access, evaluate and utilize current educational research and literature based on knowledge of best practices and academic standards.

Academic Year 2017-2018: Education

Term: Overview



Analysis/Interpretation (Consideration):

The benchmark was not met in both embedded assessments due to late or non submission by students. Students who have the ability to successfully complete work did not do so because of personal issues or lack of motivation. Small class sizes cause the actions of a few students to negatively affect the benchmark.

Action Plan (Use):

We plan to utilize the Beacon referral system for earlier intervention when students show signs of become overwhelmed by personal issues. Our hope is that we can utilize this system early in the semester to keep student on track academically.

Education PSLO 3: Interpersonal Skills

Start: 07/01/2017

End: 06/30/2018

Providing Department: Education

Benchmark Met?: Some

Outcomes:

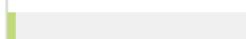
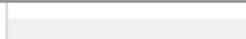
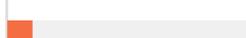
PSLO 3

Interpersonal Skills

Students will establish and maintain professional demeanor and relationships with students, colleagues, parents and supervisors in educational settings.

Academic Year 2017-2018: **Education**

Term: **Overview**

Exceeds		86.67%	26
Meets		3.33%	1
Partially Meets		0%	0
Does Not Meet		10%	3

Analysis/Interpretation (Consideration):

This benchmark consisted of two embedded assessments. The first assessment, which consisted of a group project within a class, was fully met. However, the second assessment was based on professional behavior during a junior level field experience. Although only one student did not meet all professional requirements of the field experience, the small sample size negatively impacted meeting the benchmark for this PSLO.

Action Plan (Use):

We believe that a midterm meeting during the Stage 3 Field Experience will help remind students of the requirements of this course. A mid-semester meeting with Field Experience Coordinator and Education Department Chair has been added to the syllabus

Education PSLO 4: Christian Worldview

Start: 07/01/2017

End: 06/30/2018

Providing Department: Education

Benchmark Met?: Yes

Outcomes:

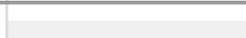
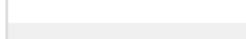
PSLO 4

Christian Worldview

Students will articulate a philosophy of education that is consistent with a Christian Worldview and integrate Christian principles into professional practice.

Academic Year 2017-2018: **Education**

Term: **Overview**

Exceeds		47.06%	8
Meets		52.94%	9
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

Within two embedded assessments, students successfully described the influence of their faith experience on their understanding of their cultural backgrounds and in their philosophy of education.

Action Plan (Use):

The benchmark was met, and while the scores on the rubric for the second embedded assessment were high, the rubric will be adjusted to better reflect an expectation of the integration of the Christian worldview. Next year, the benchmark will focus only on the part of the rubric that analyzes Christian worldview.

Education PSLO 5: Professionalism

Start: 07/01/2017

End: 06/30/2018

Providing Department: Education

Benchmark Met?: Yes

Outcomes:

PSLO 5

Professional

Students will design, implement, and reflect upon instruction that is aligned with best practices and academic standards and that meets the educational needs of diverse learners.

Academic Year 2017-2018: **Education**

Term: **Overview**

Exceeds		100%	19
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

The benchmark for PSLO 5 was met through two differing embedded assessments. Student teachers showed professionalism through the creation of their Teacher Work Samples, and fall seniors' responses to a final exam question demonstrated an understanding of professional behavior in working with special needs students and their families.

Action Plan (Use):

No changes recommended at this time.

Intercultural Studies

PSLO 1 ICS

Start: 07/01/2017

End: 06/30/2018

Providing Department: Intercultural Studies

Benchmark Met?: Yes

Outcomes:

PSLO 1

Communication

Students will express ideas and arguments skillfully and persuasively when speaking or writing by applying the theories and techniques of creative, linguistic, literary and rhetorical studies.

Academic Year 2017-2018: Intercultural Studies

Term: Overview

Exceeds		75.36%	52
Meets		13.04%	9
Partially Meets		1.45%	1
Does Not Meet		10.14%	7

Analysis/Interpretation (Consideration):

88% of students met the benchmark for the Communication outcome. While this is a relatively high percentage, we are still concerned that not all students are meeting the benchmark. In many cases, when the benchmark was not met it was because students did not turn in their assignments. We believe this is because the larger assignments needed to be broken down into smaller steps.

Action Plan (Use):

Based on these results, we want to provide more input and guidance during the semester by breaking down larger assignments into smaller consecutive assignments with step by step due dates announced periodically through out the semester - keeping assignment before the students.

PSLO 2 ICS

Start: 07/01/2017

End: 06/30/2018

Providing Department: Intercultural Studies

Benchmark Met?: No

Outcomes:

PSLO 2

Information Literacy/Critical Thinking

Students will use information literacy skills to analyze, interpret and evaluate information within cultural and historical contexts through reading, writing, and research.

Academic Year 2017-2018: Intercultural Studies

Term: Overview

Exceeds		0%	0
Meets		40%	4
Partially Meets		50%	5
Does Not Meet		10%	1

Analysis/Interpretation (Consideration):

60% of the students did not meet the benchmark for the Information Literacy/Critical Thinking Outcome. Analysis indicated poor writing skills, poor research skills and inappropriate selection of research topics.

Action Plan (Use):

We are adding additional progressive steps to the formulation of the research project - requiring an outline 6 weeks prior to due date. As a Department, we are adding the LibGuide resource to all of our syllabi guiding our students to library resources.

The ethnography project required in ICS 142 will be replaced by a ethnographic research paper. As a Department, we felt the ethnography study is more appropriate in a higher level (300 - 400) course.

PSLO 3 ICS

Start: 07/01/2017

End: 06/30/2018

Providing Department: Intercultural Studies

Benchmark Met?: No

Outcomes:

PSLO 3

Interpersonal Skills

Students will cultivate collegial relationships with international leaders and organizations for collaboration.

Academic Year 2017-2018: **Intercultural Studies**

Term: **Overview**

Exceeds		64.71%	11
Meets		11.76%	2
Partially Meets		5.88%	1
Does Not Meet		17.65%	3

Analysis/Interpretation (Consideration):

We noted that in COM 303X, students successfully met benchmark requirements.

However, in ICS 481 only 76% of the students met the benchmark requirements. The commonly noted relational struggles identified were lack of language skills (for the Deaf Culture Studies non-Deaf students) and a lack of interaction with nationals because of personal attachments to his/her electronic devices.

Action Plan (Use):

We are implementing a language competency exam for the Deaf Culture Studies non-Deaf students to be administered at the end of his/her sophomore year in order to assess their readiness for an internship assignment.

We discussed working with the internship site host on establishing time limits per day for usage of devices, stating such limitation requirements in the syllabus as well as the student commitment internship covenant. Adjusting Section 3, Relationships to include assessing students interpersonal engagements uninhibited by usage of electronic devices.

PSLO 4 ICS

Start: 07/01/2017

End: 06/30/2018

Providing Department: Intercultural Studies

Benchmark Met?: No

Outcomes:

PSLO 4

Christian Worldview

Students will articulate a philosophy of intercultural communication consistent with a Christian worldview.

Academic Year 2017-2018: **Intercultural Studies**

Term: **Overview**

Exceeds		70.59%	12
Meets		5.88%	1
Partially Meets		11.76%	2
Does Not Meet		11.76%	2

Analysis/Interpretation (Consideration):

Our Department noted that 76% of our students satisfied the benchmark, not meeting the 80% benchmark expectation. Upon examining the Internship final evaluation survey (ICS 481 Internship), consensus concluded the scale used in the survey actually penalized the students. For example, the scale used was Strongly Agree = 5 points, Agree = 4, Somewhat Agree = 3, Somewhat Disagree = 2, and Disagree = 1. A student obtaining all Agrees or majority Agrees and a few Strongly Agrees receive a score that would not meet the benchmark requirement.

Action Plan (Use):

We are collaborating with other Departments who use the same or similar Likert scales in their internship final evaluation surveys to create a more accurate scoring scale.

PSLO 5 Deaf Studies

Start: 07/01/2017

End: 06/30/2018

Providing Department: Intercultural Studies

Benchmark Met?: Yes

Outcomes:

Deaf Culture Studies PSLO 5

Professional

The students will be able to perform pastoral and Christian Ministry responsibilities in the development and administration of the local Deaf Church, within an intercultural context.

Academic Year 2017-2018: Intercultural Studies

Term: Overview

Exceeds		75%	9
Meets		8.33%	1
Partially Meets		16.67%	2
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

83% of the class successfully met our benchmark requirements. Despite meeting the benchmark, concerns by the faculty were expressed that although the students are passing their basic ASL courses, they still do not have the communication skills necessary to navigate through the Deaf Community...affecting internship success.

Action Plan (Use):

Currently, the Department is gathering information from other ASL/Interpreting programs to assist in creating an entry level communication skill assessment prior to starting his/her Junior level courses.

PSLO 5 ICS Business Track

Start: 07/01/2017

End: 06/30/2018

Providing Department: Intercultural Studies

Benchmark Met?: Yes

Outcomes:

Business PSLO 5

Professional

Students will be able to effectively manage organizational resources and apply sound decision making within an intercultural context.

Academic Year 2017-2018: Intercultural Studies

Term: Overview

Exceeds		100%	2
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

There was one ICS-Business track major enrolled in BUS 233 and the benchmark met with an "exceeds score of 100%" in the student's case study presentation - the assignment assessed for this analysis.

Action Plan (Use):

In order to ensure current business trends and expectations are addressed in our ICS-Business tract, we will continue to regularly confer with the Business Department discussing their curriculum updates that may affect our majors.

PSLO 5 ICS Individualized Track and Online

Start: 07/01/2017

End: 06/30/2018

Providing Department: Intercultural Studies

Benchmark Met?: Yes

Outcomes:

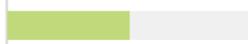
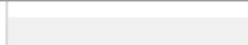
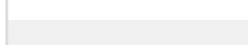
Individualized + Online PSLO 5

Professional

The student will be able to demonstrate a proficiency in the areas identified with their advisor in their individualized plan goals, within an intercultural context.

Academic Year 2017-2018: **Intercultural Studies**

Term: **Overview**

Exceeds		50%	1
Meets		50%	1
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

There were two ICS-Individualized track majors meeting the benchmark with "exceeds" or "meets" results. Section 7 - Ministerial Life was assessed using a benchmark of 80% "Strongly Agree" - "Agree". This benchmark mark was met with a 100%.

Action Plan (Use):

As a Department, we will continue guiding students in the selection of internships and increase periodic communication contacts during internships.

PSLO 5 ICS World Missions

Start: 07/01/2017

End: 06/30/2018

Providing Department: Intercultural Studies

Benchmark Met?: No

Outcomes:

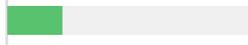
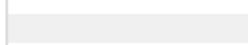
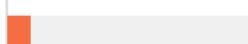
World Missions PSLO 5

Professional

The student will be able to demonstrate the theological knowledge and practical skills necessary to pursue traditional missionary appointment within Assemblies of God World Missions or similar missions agencies.

Academic Year 2017-2018: **Intercultural Studies**

Term: **Overview**

Exceeds		22.73%	5
Meets		68.18%	15
Partially Meets		0%	0
Does Not Meet		9.09%	2

Analysis/Interpretation (Consideration):

This benchmark reflects sections 4 and 5 of the World Missions track majors' internship final evaluation and was met with a 90.91% success.

Action Plan (Use):

Several factor have lead our Department to submit a proposal to remove ICS-Pastoral and ICS-World Missions tracks from our offerings. First of all, there is little distinction between the two tracks from each other and very little distinction from this major and the Ministry/Leadership/Theology Pastoral Leadership degree. In order to streamline offered majors, the ICS Department is suggesting the removal of the ICS-Pastoral Leadership. With the growing hostility towards US missionary overseas endeavors, we agreed it would serve our students best interest to use the ICS-Individualized track to meet the Assemblies of God World Missions expectations for appointment.

Ministry Leadership and Theology

MLT Graduate PSLO 1

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Met?: Yes

Outcomes:

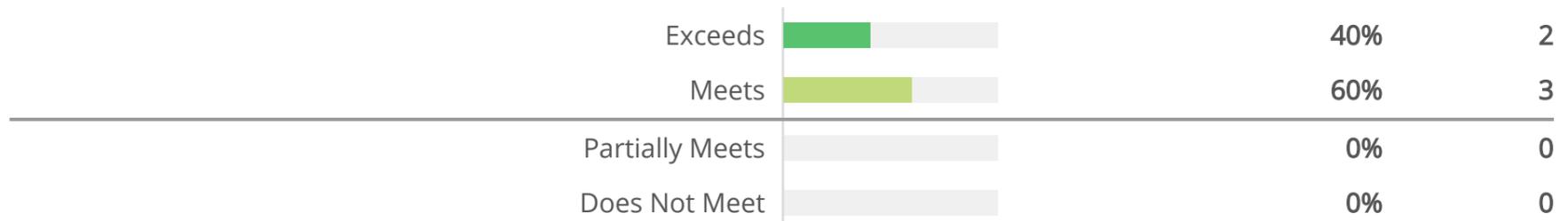
MA CLE PSLO 1

Communication

Students will communicate in writing biblical and theological academic research that addresses concerns within the community of faith.

Academic Year 2017-2018: Ministry, Leadership and Theology

Term: Overview



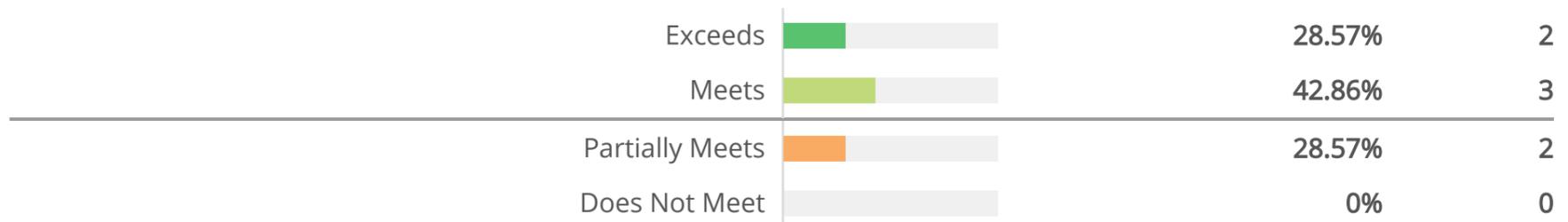
MA THE PSLO 1

Communication

Students will communicate in writing biblical and theological academic research that addresses concerns within the community of faith.

Academic Year 2017-2018: Ministry, Leadership and Theology

Term: Overview



Analysis/Interpretation (Consideration):

All benchmarks were met. Students are not able to graduate the program without meeting this benchmark. We have systems in place to give students thesis extensions and other processes to make sure they are able to pass the thesis. We discussed whether we should raise the benchmark for program assessment.

Action Plan (Use):

In May 2019, we will revisit the benchmarks with another year of data. We will also discuss the details of how we assist students who need encouragement to complete the thesis.

MLT Graduate PSLO 2

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Met?:

Outcomes:

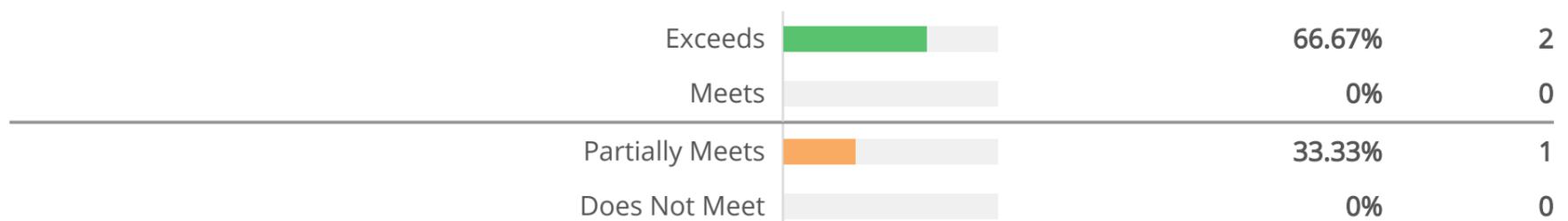
MA CLE PSLO 2

Information Literacy/Critical Thinking

Students will analyze empirical, leadership and theological concepts in cross-cultural settings and directly assess and formulate leadership concepts to enrich that particular culture.

Academic Year 2017-2018: Ministry, Leadership and Theology

Term: Overview



Analysis/Interpretation (Consideration):

Courses assessing the MA in Theology PSLO 2 were not offered during 2017-2018.

For Christian Leadership, even though students pass the thesis, one student only partially met the benchmark for information literacy.

Action Plan (Use):

The rubric will be re-examined in May 2019. We will also confirm the standardization of the syllabus for SOC and THE 599. We would also like to consider moving the Research Dynamics course to the beginning of the program rather than the end. We will also consider emphasizing and/or requiring the use of an editor throughout the whole program in addition to the thesis (where it is already required).

MLT Graduate PSLO 3

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Met?: Yes

Outcomes:

MA CLE PSLO 3

Interpersonal Skills

Students will analyze their own leadership style and develop steps in which to more effectively work as a team.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		100%	5
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

MA THE PSLO 3

Interpersonal Skills

Students will delineate the historical roots of theological and philosophical developments and identify the societal influences upon those developments.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		50%	1
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		50%	1

Analysis/Interpretation (Consideration):

Benchmarks were all met.

Action Plan (Use):

We will revisit the idea of an editor throughout the Master's programs as mentioned under PSLO 2.

MLT Graduate PSLO 4

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Met?:

Outcomes:

MA CLE PSLO 4

Christian Worldview

Students will assess various leadership models being used within organizations and the impact those models have on the development of organizations within a Christian worldview from a Pentecostal perspective.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		100%	3
Meets		0%	0

Partially Meets		0%	0
Does Not Meet		0%	0

MA THE PSLO 4

Christian Worldview

Students will articulate various schools of theological thought and how they apply to the interpretation of Scripture.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		60%	3
Meets		40%	2

Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

All benchmarks were met.

Action Plan (Use):

We need to develop a system to better communicate and interact with adjuncts on data analysis for program level assessment.

MLT Graduate PSLO 5

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Met?: Yes

Outcomes:

MA CLE PSLO 5

Professional

The student will be able to assess various leadership models being used within organizations and the impact those models have on the development of organizations.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		40%	2
Meets		60%	3

Partially Meets		0%	0
Does Not Meet		0%	0

MA THE PSLO 5

Professional

The student will be able to formulate, organize, and compose academic papers and make presentation in the field in this advanced level of proficiency compatible with graduate studies.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		28.57%	2
Meets		42.86%	3

Partially Meets		0%	0
Does Not Meet		28.57%	2

Analysis/Interpretation (Consideration):

This assessment uses the same measure as PSLO 1 for Christian Leadership, but the benchmark is higher. This is intentional because for Communication, passing the thesis is a good benchmark. For the Professional level, we'd like to see higher performance. Students did meet the benchmark for both Master's programs.

Action Plan (Use):

No action at this time. We will review again in May 2019.

MLT Undergrad PSLO 1

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Met?: Yes

Outcomes:

PSLO 1

Communication

The student will be able to communicate the biblical text in oral and written forms in an audience appropriate manner.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		81.08%	30
Meets		10.81%	4
Partially Meets		8.11%	3
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

Turnover in faculty for this past year made it difficult to get detailed analysis on all of the courses. Overall 90% of students at least met the benchmark.

Action Plan (Use):

Faculty teaching the preaching courses will sit down together to ensure similarity of language and categories in the rubrics for greater alignment.

MLT Undergrad PSLO 2

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Met?: Some

Outcomes:

PSLO 2

Information Literacy/Critical Thinking

The student will be able to locate, evaluate, and utilize biblical, theological and related information in ministry related endeavors.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		64.86%	96
Meets		13.51%	20
Partially Meets		4.05%	6
Does Not Meet		17.57%	26

Analysis/Interpretation (Consideration):

Online sections performed significantly lower than seated sections. Many of the students who did meet the benchmark did not attempt to take the quiz.

Action Plan (Use):

Encourage faculty who teach online to reinforce the importance of taking the quiz to the students. Next year we will consider increasing the overall grade value of the quiz.

MLT Undergrad PSLO 3

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Met?: Yes

Outcomes:

PSLO 3

Interpersonal Skills

The student will be able to establish and maintain professional demeanor and relationships within the church and community.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Category	Percentage	Count
Exceeds	75%	9
Meets	16.67%	2
Partially Meets	8.33%	1
Does Not Meet	0%	0

Analysis/Interpretation (Consideration):

Students have personally reported that the internship seminar prepared them well to perform in their internship.

The supervisor evaluation form was moved to a different program that offers better analysis and more sustainable reporting capabilities.

Action Plan (Use):

Based on student feedback and faculty discussion, the internship seminar was redesigned to better prepare students for the internship and be less redundant with other courses in the program. Personality assessments were removed and students are now asked to interview pastors about what they are looking for in interns. Forms and applications were revised and updated; expectations for the supervisor were rewritten and clarified.

MLT Undergrad PSLO 4

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Met?:

Outcomes:

PSLO 4

Christian Worldview

The student will be able to articulate and model essential spiritual disciplines for personal growth.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Category	Percentage	Count
Exceeds	81.87%	140
Meets	8.77%	15
Partially Meets	4.09%	7
Does Not Meet	5.26%	9

Analysis/Interpretation (Consideration):

For SOC 103, many of the students who did not meet the benchmark did not turn in their work. The project was a total of 10 assignments over the course of the semester.

For PST 481, we have noticed that supervisor evaluations have been trending away from being "too kind" and are more accurate and even sometimes more harsh. We have noticed through supervisor conversations and feedback that there were some competing expectations. Some supervisors were looking for a different kind of experience than what we want for our interns. Typically for the Christian Worldview section of the supervisor evaluation, students score higher, which is to be expected.

Action Plan (Use):

Internship - updated forms and expectations for supervisors will help to set clear expectations from the beginning. We would like locations for internships to be vetted based on objective criteria. The objective criteria can be developed in conjunction with administration based on their networking knowledge. We would like to pursue the idea of developing a yearly training session for supervising churches to ensure their level of commitment and knowledge of expectations.

MLT Undergrad PSLO 5

Start: 07/01/2017

End: 06/30/2018

Providing Department: Ministry Leadership and Theology

Benchmark Met?: Some

Outcomes:

CHL PSLO 5

Professional

The student will be able to serve on a pastoral team in the development and administration of ministry to infant through elementary children in the local church and community.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		100%	1
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

YTH PSLO 5

Professional

The student will be able to serve on a pastoral team in the development and administration of ministry to middle school through college-age students in the local church and community.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		66.67%	8
Meets		25%	3
Partially Meets		0%	0
Does Not Meet		8.33%	1

ML PSLO 5

Professional

The student will be able to perform pastoral responsibilities in the development and administration of the local church.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		83.67%	41
Meets		14.29%	7
Partially Meets		0%	0
Does Not Meet		2.04%	1

PST PSLO 5

Professional

The student will be able to perform pastoral responsibilities in the development and administration of the local church.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		82.5%	33
Meets		12.5%	5
Partially Meets		2.5%	1
Does Not Meet		2.5%	1

THE PSLO 5

Professional

The student will be able to formulate, organize, and compose academic papers and make presentations in the field at an advanced level of proficiency compatible with graduate studies.

Academic Year 2017-2018: **Ministry, Leadership and Theology**

Term: **Overview**

Exceeds		66.67%	2
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		33.33%	1

Analysis/Interpretation (Consideration):

Across the board for this section of supervisor evaluations, students scored a little lower than other sections, but internship benchmarks were still met. We wonder if reduced variability in institutional stability will have an effect on supervisor evaluations in the future. Even if it's anecdotal, we would like to pay attention to that factor.

Theology PSLO 5 did not meet the benchmark, but because of the small sample size, one student not completing the work strongly impacted the results. The professor reached out to the student multiple times and ways throughout the semester, but the student did not complete the work.

Action Plan (Use):

For internships - see action plan under PSLO 4.

For Theology capstone, more feedback will be provided to the students throughout the semester in order to increase motivation.

Music

Music Graduate PSLO 1

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

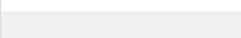
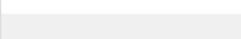
MMT PSLO 1

Communication

Students will creatively and effectively express music and communicate ideas through the use of music technology.

Academic Year 2017-2018: Music

Term: Overview

Exceeds		60%	6
Meets		40%	4
Partially Meets		0%	0
Does Not Meet		0%	0

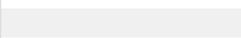
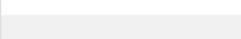
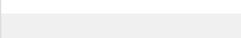
MA WS PSLO 1

Communication

Students will perform quality academic research in the field of worship studies using the most advanced and up to date scholarly works, and prepare them for entry into additional degree programs and doctoral studies.

Academic Year 2017-2018: Music

Term: Overview

Exceeds		100%	4
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

MA Worship Studies Program:

Both students in the program met the benchmarks this semester; however, one student had some trouble with grammar and mechanics. This prompted a discussion among the faculty regarding standards of writing on the graduate level. The faculty agreed that a review of writing guidelines for graduate students should be provided, especially in the first semester of the program.

MM Music Technology Program:

Students are meeting the benchmarks in this area. However, we feel they should be assigned more complex musical examples for their final analysis project. While the assignments have been appropriate for the graduate level, providing students with more challenging examples will stretch their understanding of the concepts.

Action Plan (Use):

MA Worship Studies Program:

We feel it is necessary to provide writing guidelines to students in the MAWS program to assist them in writing at the graduate level. These reminders will serve them well throughout their coursework and into the final written capstone project.

MM Music Technology Program:

The faculty agree that providing more complex musical examples for analysis in the Advanced Chromatic Harmony class will deepen the student's understanding of the communication of musical ideas.

Music Graduate PSLO 2

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

MMT PSLO 2

Information Literacy/Critical Thinking

Students will perform quality academic research in the field of music technology using the most advanced and up to date scholarly works on music technology, and prepare them for entry into additional degree programs and doctoral studies.

Academic Year 2017-2018: **Music**

Term: **Overview**

Exceeds		83.33%	5
Meets		16.67%	1
Partially Meets		0%	0
Does Not Meet		0%	0

MA WS PSLO 2

Information Literacy/Critical Thinking

Students will perform quality academic research in the field of worship studies using the most advanced and up to date scholarly works, and prepare them for entry into additional degree programs and doctoral studies.

Academic Year 2017-2018: **Music**

Term: **Overview**

Exceeds		75%	3
Meets		25%	1
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

Research papers and final projects have been well-written and demonstrate quality academic research. The faculty believe that the assessment data from this academic year points to the need to establish a required minimum number of pages for the final research paper in the MA in Worship Studies program. This will assist students in the overall organization of their final project and encourage them to further elaborate on their main points. This appears to be more of an issue with the MAWS program rather than the MM in Music Technology program.

Action Plan (Use):

In the MAWS program, a minimum number of pages will now be required for the final research paper.

Music Graduate PSLO 3

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

MA WS PSLO 3

Interpersonal Skills

Students will integrate theological knowledge and worship practice within the framework of a Christian worldview and Pentecostal spirituality.

Academic Year 2017-2018: **Music**

Term: **Overview**

Exceeds		100%	2
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

The faculty were pleased with the results of this PSLO. Students in the classes demonstrated effective management of individual and group relationships within the context of worship leading. This is not a surprising result since the graduate students are older and more seasoned in their relationships with others.

Action Plan (Use):

We will continue to monitor data for this PSLO in the future.

Music Graduate PSLO 4

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

MA WS PSLO 4

Christian Worldview

Students will integrate theological knowledge and worship practice within the framework of a Christian worldview and Pentecostal spirituality.

Academic Year 2017-2018: **Music**

Term: **Overview**

Exceeds		100%	4
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

MMT PSLO 4

Christian Worldview

Students will integrate music technology knowledge and practice within the framework of Christian values and a Christian worldview.

Academic Year 2017-2018: **Music**

Term: **Overview**

Exceeds		0%	0
Meets		100%	2
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

In both graduate programs students clearly integrated music technology and theological knowledge into the framework of Christian values. This was evident in the papers on music ethics and copyright laws, as well as the papers from students within the MA in Worship Studies program.

Action Plan (Use):

The faculty will trace and compare future data to observe any potential changes in this benchmark.

Music Graduate PSLO 5

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Some

Outcomes:

MMT PSLO 5

Professional

Students will develop Pentecostal Christian music ministry, education, and performance in churches, schools, and the broader community.

Academic Year 2017-2018: **Music**

Term: **Overview**

Exceeds		70.59%	12
Meets		29.41%	5
Partially Meets		0%	0
Does Not Meet		0%	0

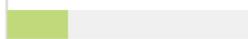
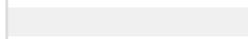
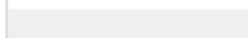
MA WS PSLO 5

Holistic Development

Students will describe the historical foundations of worship and be able to identify the societal influences upon such developments.

Academic Year 2017-2018: **Music**

Term: **Overview**

Exceeds		75%	3
Meets		25%	1
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

MA Worship Studies Program:

Both students demonstrated a clear and comprehensive understanding of the historical foundations of worship and of Pentecostal theology. The individuals in this program not only articulated the historical foundations of worship, but also understood the role of Pentecostal spirituality throughout the centuries.

MM Music Technology:

Since half of the students enrolled in applied lessons on their secondary instruments, the benchmark was not met for this PSLO. These individuals are public school teachers who desired to further develop their skills on instruments played by their students. In view of this particular focus, the faculty discussed the benchmark to determine whether it is realistic.

Action Plan (Use):

MAWS Program: The faculty do not have any plans to make changes at this time. We will monitor future assessment results to compare.

MM Technology Program: The faculty discussed the benchmark for this PSLO and determined that it is unrealistic, given the fact that students often enroll in secondary instruments for their applied lessons. The benchmark was changed.

Music Graduate PSLO 6

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

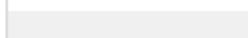
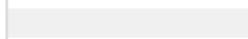
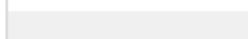
Outcomes:

MA WS PSLO 6

Professional

Students will demonstrate acquired skills in professional ministerial settings.

Academic Year 2017-2018: **Music**Term: **Overview**

Exceeds		100%	2
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

The students demonstrated professionalism within the church setting whether they were leading worship services or conducting their worship practicum. We are pleased to observe that students executed their responsibilities with great skill and competence, pointing to the successful acquisition of concepts and proficiencies gleaned from previous courses within the program.

Action Plan (Use):

We will continue to monitor this outcome for any possible changes in the future.

PSLO 1 CHM/MED

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

CHM/MED PSLO 1

Communication

Students will communicate competently using musical vocabulary through both writing and speech.

Academic Year 2017-2018: **Music**Term: **Overview**

Exceeds		64.52%	20
Meets		22.58%	7
Partially Meets		0%	0
Does Not Meet		12.9%	4

Analysis/Interpretation (Consideration):

We feel the strong scores associated with the oral communication component of this PSLO are linked to the instructor's intentional efforts to review the grading rubric at the beginning of the semester and also just prior to the assignment due date. Scores were also strong for the written communication component of this PSLO.

Action Plan (Use):

In future semesters, we agreed that the instructor should continue reviewing and referencing the grading rubric prior to the due dates of assignments. This practice should also be employed more intentionally across the program in all other courses.

PSLO 2 CHM/MED

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

CHM/MED PSLO 2

Information Literacy/Critical Thinking

Students will search for information in a variety of formats and evaluate the quality, appropriateness, and application of that information to problem solving within the discipline of music and for continued professional development.

Academic Year 2017-2018: **Music**Term: **Overview**

Exceeds		64.52%	20
Meets		22.58%	7
Partially Meets		0%	0
Does Not Meet		12.9%	4

Analysis/Interpretation (Consideration):

Although the benchmarks were met for this PSLO, the data indicates that 4 students did not submit the final assignment. Consequently, by default, these students received a "0" for the assignment. Although this has not been a pattern in the past, we will pay more attention to see if this becomes a trend in the future, not just for this course, but for other courses in the program. The faculty feel this was an anomaly.

Action Plan (Use):

In future semesters, we will track assessment data within the program to determine whether the lack of submission of final assignments becomes a pattern among the music majors.

PSLO 3 CHM

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

CHM PSLO 3

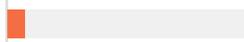
Interpersonal Skills

Students will manage individual and group relationships at the personal and professional level, including conflict resolution.

Academic Year 2017-2018: **Music**Term: **Overview**

Exceeds		53.33%	8
Meets		33.33%	5
Partially Meets		6.67%	1

Does Not Meet



6.67%

1

Analysis/Interpretation (Consideration):

The music students normally score exceptionally well in the area of interpersonal skills. This semester they completed their internship experience and executed assigned responsibilities with diligence. However, one student made some poor choices which resulted in a bit of tension between them and their internship supervisor. For this reason, some of the scores were lower this semester. This situation was unusual; however, the faculty will continue to monitor the interpersonal skills of our music majors in the context of other courses within the program.

Action Plan (Use):

The music faculty will monitor the interpersonal relationships of students in the context of classroom interactions as well as within the context of their internships. Trends or patterns will be noted.

PSLO 3 MED

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: No

Outcomes:

MED PSLO 3

Interpersonal Skills

Students will manage individual and group relationships at the personal and professional level, including conflict resolution.

Academic Year 2017-2018: Music

Term: Overview

Exceeds		50%	1
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		50%	1

Analysis/Interpretation (Consideration):

Due to low enrollment (2 students), the benchmark was not met for MED PSLO 3. One of the students failed to respond to the supervisor's instructions during her student teaching experience. This student also had difficulty relating to the high school students on a personal level. Although this only involved one student teacher, we feel it is still a matter of concern and should be addressed.

Action Plan (Use):

Since interpersonal skills are so important, and since some music students tend to be introverts, more discussion and training will take place in Student Teaching Seminar on relating to supervising co-op teachers and to students in classroom settings.

PSLO 4 CHM

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

CHM PSLO 4

Christian Worldview

Students will define and articulate a personal philosophy of service and leadership that incorporates faith and a Christian worldview.

Academic Year 2017-2018: Music

Term: Overview

Exceeds		65.38%	17
Meets		19.23%	5
Partially Meets		7.69%	2
Does Not Meet		7.69%	2

Analysis/Interpretation (Consideration):

Although students in the seated version of **THE 313 A Biblical Theology of Worship** met the benchmark, those who enrolled in the online version of the course did not meet the benchmark. In the seated course, the instructor devoted more time to the explanation of the paper requirements, whereas less time was devoted to the explanation of the paper and of the grading rubric in the online version. We feel these results do not necessarily indicate that students lack in their application of a Christian worldview. Instead, we concluded that equal time should be devoted to the explanation of all online course assignments throughout the music major programs, not just for this PSLO.

Action Plan (Use):

The music faculty must devote equal time to the explanation of projects and assignments in online courses, so students have a clear understanding of the expectations.

PSLO 4 MED

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: No

Outcomes:

MED PSLO 4

Christian Worldview

Students will define and articulate a personal philosophy of service and leadership that incorporates faith and a Christian worldview.

Academic Year 2017-2018: Music

Term: Overview

Exceeds		75%	3
Meets		0%	0
Partially Meets		25%	1
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

Because of low enrollment within this PSLO, the benchmark was not met. While the majority of students articulated and defined a personal philosophy of service that incorporates faith and a Christian Worldview, one student fell short in just one competency in the grading rubric. We are not overly concerned with this outcome, but will certainly monitor future results.

Action Plan (Use):

The faculty will monitor future assessment data as it relates to this PSLO.

PSLO 5 CHM/MED

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

CHM/MED PSLO 5

Professional

Students will display competence in vocal, keyboard or instrumental music performance.

Academic Year 2017-2018: Music

Term: Overview

Exceeds		68.09%	64
Meets		22.34%	21
Partially Meets		9.57%	9
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

We were quite pleased with the results of the jury exams this semester in the vocal, piano, and instrumental categories. The strong performances, especially in Applied Piano, stem from changes the faculty made last year in keeping the students accountable with their weekly practice hours. This is an important assessment for the department since all music majors must enroll in piano lessons to fulfill program requirements.

Action Plan (Use):

The faculty will continue to use practice logs for students as a way to keep them accountable.

PSLO 6 CHM

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

CHM PSLO 6

Professional

Students will demonstrate skills in church music administration.

Academic Year 2017-2018: Music

Term: Overview

Exceeds		100%	10
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

Results were very strong this semester relative to skills in church music administration. Since both direct assessments for CHM PSLO 6 are senior level courses, the students who have reached this point in their program have proven themselves academically. Other senior level courses reveal similar results (Worship Leading Seminar III, senior recitals, and internships). The faculty will compare future assessment data to this year's data to identify any trends or changes.

Action Plan (Use):

The music faculty will continue to monitor the results of this PSLO at their annual end-of-year meeting to assess any changes in student performance.

PSLO 6 MED

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: No

Outcomes:

MED PSLO 6

Professional

Students will demonstrate excellence in planning, organizing, and implementing instructional experiences in the elementary and secondary classroom from a pluralistic and multicultural perspective.

Academic Year 2017-2018: Music

Term: Overview

Exceeds		75%	3
Meets		0%	0
Partially Meets		0%	0
Does Not Meet		25%	1

Analysis/Interpretation (Consideration):

Due to a small sample size (N=2), the benchmark was not met. However, regardless of the impact of the small sample size on the benchmark, the results of this assessment raised concerns for the faculty during their discussion of this PSLO. It became apparent that one student lacked in their overall knowledge of standard wind ensemble repertoire. We agree that this program must reinforce wind ensemble literature to a greater extent. The same student who was lacking in repertoire knowledge was also out of compliance with policies outlined in the music department handbook. The faculty agree that the handbook policies must be reviewed in different settings throughout the semester (Academic Chapel, classes, Recital Hour).

Action Plan (Use):

As a result of this finding, more emphasis will be placed on being certain that students are familiar with the standard wind and band ensemble repertoire at the elementary, middle school, and high school levels. This will be addressed in the required Instrumental Methods and Materials class for music education majors.

Additionally, the instructors and the department chair will review policies found in the Music Department handbook as they relate to music education majors.

PSLO 6 MPERF

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

Outcomes:

MPERF PSLO 6

Professional

Students will perform at a professional level on their primary instrument.

Academic Year 2017-2018: **Music**

Term: **Overview**

Exceeds		73.17%	60
Meets		25.61%	21
Partially Meets		1.22%	1
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

Students in the Music Performance program performed very well at their jury exams this semester. The majority of performances heard by the faculty at this assessment were executed brilliantly. Students not only demonstrated a mature musical understanding of their repertoire, but also performed with technical expertise. The weekly practice logs have contributed to this outcome.

Action Plan (Use):

Piano faculty will continue to keep student practice logs.

PSLO 6 MPROD

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Some

Outcomes:

MPROD PSLO 6

Professional

Students will demonstrate excellence in music production techniques.

Academic Year 2017-2018: **Music**

Term: **Overview**

Exceeds		20%	1
Meets		60%	3
Partially Meets		0%	0
Does Not Meet		20%	1

Analysis/Interpretation (Consideration):

One benchmark was met for MTN 463 Mixing and Post Production, while the other benchmark for MTN 253 Modern Music Production Techniques was not met. For MTN 253, it is disappointing that one student failed to achieve the 80% grade required to be certified. This student failed to take the final certification exam. We feel that the benchmarks are reasonable for this outcome and no changes are necessary, especially since the student admitted his lack of responsibility.

Action Plan (Use):

We will continue to monitor the results of future assessments and data for this PSLO.

PSLO 6 WL

Start: 07/01/2017

End: 06/30/2018

Providing Department: Music

Benchmark Met?: Yes

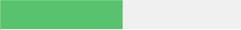
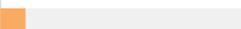
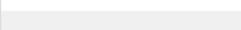
Outcomes:

WL PSLO 6

Professional

Students will demonstrate excellence in worship leading.

Academic Year 2017-2018: **Music**Term: **Overview**

Exceeds		50%	5
Meets		40%	4
Partially Meets		10%	1
Does Not Meet		0%	0

Analysis/Interpretation (Consideration):

Although the benchmark was met for WL PSLO 6, one student had a little difficulty executing musical and spoken transitions. However, the faculty are not too concerned as it typically takes time for students to develop the skill of speaking in the context of leading worship. Students continue to have ample opportunities to gain experience in this area throughout their program as they serve on worship teams for chapel services and off-campus in various local churches.

Action Plan (Use):

Since Conducting Lab class is the primary rehearsal venue for seniors preparing for their senior recital, the instructor will devote additional time to discuss the guidelines for spoken exhortations during the worship leading component of their senior recital program.

