

Arts and Sciences: English Language and Literature Summary Report

Start: 07/01/2019

End: 06/30/2020

Providing Department: Arts and Sciences

Benchmark Summary:

The benchmark was successfully met in PSLO 1, 4, and 5. These results highlight the caliber of the students enrolled in the ELL program. The results consistently demonstrate the rigor of the program and the quality of the students.

*PSLO 2 and 3 were not assessed this year. PSLO 2 was not assessed since there were no English Language and Literature majors enrolled in the course assessing that specific outcome. PSLO 3 was not assessed. A literature circle assignment is normally used in LIT 325 when it is offered as a seated class. The class was offered this semester as a GIS and had only two students. In light of the size of the class and moving everything from a traditional GIS to an online format because of COVID-19, a literature circle assignment was not used.

Unit Summary:

In the past, the written component of PSLO 1 lowered the combined communication results. However, this year the students excelled in both the written and oral skills.

Historically, PSLO 4 has been met which is evidence of the students' sound biblical worldview.

Despite the challenges of the semester (COVID-19, virtual class, etc.), the student excelled in the research, writing, and presentation of the PSLO 5 capstone requirement.

Process Review:

Based on the assessment findings of the 2019-2020 academic year, the Arts and Sciences department is not making any changes to the assessment plan. Instead, the A & S faculty will continue to conduct a trend analysis comparing two to three academic years to determine any necessary revisions to the ELL assessment plan. The interval of comparative analysis will be driven by the sample size.

Recommendations:

Although the faculty discussed student motivation in several venues (GESLO, Faculty meetings, etc.) during the 2019-2020 academic year, no action plan addressed the issue with practical recommendations that can be implemented and assessed. Perhaps an action plan can be explored under the umbrella of the Student Success Center and/or the Retention Committee.

Meeting Date: 05/08/2020

Meeting Minutes:

The Arts and Sciences Department Meeting commenced at 10:00.

Present: Prof. Laura Brookins, Chair; Prof. Melanie Weaver

Assessment data from PSLO 1, 4, and 5 was reviewed and discussed.

The meeting was adjourned at 11:15 am.

Arts and Sciences: General Education Summary Report

Start: 07/01/2019

End: 06/30/2020

Providing Department: Arts and Sciences

Benchmark Summary:

GESLO 1 - Benchmarks were met. For the writing component, students have sufficient opportunity to practice writing before the direct assessment. Opportunity for improvement is in the area of picking a topic. We are considering creating a new resource for this for students. The final exam results were generally strong, except for one section. For the speech component, although the benchmark was met, introductions were still weak. Students also may not be considering what they're wearing from a professional standpoint. We are considering revision of the rubric to more clearly address that.

GESLO 2 - For the Information Literacy quiz administered in ENG 123, we looked closely at 9 questions where less than 70% of students responded correctly. Three were changed to try to improve clarity. For Project SAILS the students met or exceeded the national average in all areas measured (developing a research strategy, selecting finding tools, searching, using finding tool features, retrieving sources, evaluating sources, documenting sources, and understanding economic, legal, and social issues). Their strongest category was developing a research strategy; the weakest category was understanding economic, legal, and social issues. Understanding economic, legal, and social issues focuses on copyright issues, plagiarism, and privacy and security issues for electronic and print resources. It also deals with the concepts of intellectual property and "netiquette," and the idea that not all information on the internet is free. Student scores met the four ACRL standards for information literacy (Standards 1, 2, 3, and 5 are measured). Project SAILS was administered to the Senior class for 2019-2020 Academic Year. It was challenging reaching the minimum of 50 participants for the senior class. We would like to consider opening the survey earlier to try to get more students and have the test administered in a classroom.

For the technology classes, some classes met the benchmark. Lack of access to equipment toward the end of the spring semester (because of COVID-19) made some assignments challenging. One class (DIG 243) was moved to a freshman-level course, and for the first time, the benchmark was not met. The Committee discussed whether that course has a pre-requisite and if it should be a freshman-level course. The Digital Media Department should consider the curricular design based on these assessment results.

GESLO 3 - Benchmark was met. The Not Attempted category was helpful in differentiating why students did not do well on the quiz. A significant portion of the students not performing well on the quiz was significantly impacted by students not attempting. A number of the Not Attempted results were impacted by students being locked out of My.VALLEYFORGE due to financial issues. A recommendation to consider is below in Recommendations section of this report. The MLT department is reviewing the content of the quizzes to refresh them and in consideration of the AG's update of the credentialing exam.

GESLO 4 - The benchmark was met. This assessment was impacted by COVID-19. Many students had to complete the experience assignment online. There were a number of resources available to do this, and most students did participate. The Music students assessed in the spring did well, but the FNA 113 course assessed in the fall had a 21% Not Attempted rate, making the Not Attempted rate 18% overall. The indirect evidence course evaluation benchmark was also met.

GESLO 5 - Overall, the benchmark was met. Varsity sports was 1% away from meeting the benchmark. Non-varsity sports and the diet assessment in the nutrition class did meet the benchmark. There was significant improvement from previous years. For non-varsity sports, the afternoon classes tend to do better than morning classes. We'd also like get student feedback regarding what activity courses they are interested in.

GESLO 6 - Benchmarks were not all met. For the Psychology courses, we are seeing Not Attempted as a significant issue. COVID-19 quarantine also impacted this assignment, which was due shortly after they had to leave campus. This year we began using a new rubric. Students in Intro to Psychology are often not prepared to write an APA research paper. Often students are taking it in conjunction with ENG 123. Main campus students taking the online class also performed below the seated class. For the history component of GESLO 6, many of the history professors are adjuncts. We are not sure if this affects the results or not. Not Attempted percentages in this GESLO - 17% in the fall, 9% in the spring. This is a broad category. We are using a common rubric, but there may be inconsistency in the way professors are interpreting the rubric. We would like to try to bring professors together to discuss this.

GESLO 7 - The benchmark was met. The indirect evidence reinforced the direct evidence. The exam used as the direct assessment for this year will be reviewed to see if students can be helped with multi-part questions. We appreciate the work FYE does to teach students about the resources available to them when they need help.

GESLO 8 - The benchmark was met. The nature of science quiz saw higher rates of Not Attempted in one class. We think it may be because there was not class time given for taking the quiz, so we will change that next year. The biggest challenge related to the papers was students' understanding of primary vs. secondary sources. The professors are discussing the best way to help with this issue, including possibly giving more class/instruction time to teaching about this.

Unit Summary:

Overall trends -

- COVID-19 affecting results in the spring - sometimes assignments had to be modified, or completion rates were affected.
- Writing remains a challenge, especially in general education courses other than ENG 123 (science, psychology, etc.). We often see a disparity between the writing instruction that students receive in high school. We still like the idea of having these courses as a co-requisite with ENG 123, but that is not always feasible. Best practices include breaking up the larger project throughout the semester and requiring multiple submissions. The Committee discussed the difficulty students have in learning multiple formats. Should we consider co-submissions? Melanie Oestreich is working on a new LibGuide for APA this summer.

Process Review:

PSY 383 is being added to GESLO 6 because Education majors are taking it in place of PSY 223.

The Committee reviewed general education substitute courses that have not been part of the GESLO assessment schedule. These courses will be added: MED 333, ENG 153 (GESLO 1); CMS 283, CMS 233, MTN 125, MED 373 (GSLO 2); LIT 203 (GESLO 4). These courses will be required to use a similar assignment/rubric as the main assessment to ensure that it still meets the GESLO standard.

The Digital Media department will review the technology courses under GESLO 2 to see if any should be removed from the list, or if the assignments used as the direct assessment should be changed.

The Committee discussed whether common rubrics need to be used for every GESLO. In some cases, common rubrics are already used. This will be reviewed related to the technology courses.

The "Not Attempted" category should not be included in whether or not we consider a benchmark met. The Outcomes platform does include it in calculations, so we just need to do separate calculations ourselves to get the percentages.

We are recommending instructions to be included on the forms of Campus Labs related to not including Not Attempted in the benchmarks, and the analysis questions covered recently in faculty training. Having those instructions all in one place is helpful for some professors.

Recommendations:

1. The Financial Services guidelines disrupting students' access to myvalleyforge could be explained further in the FYE class and the presentation "tweaked" to clarify the impact of financial issues on student grades and overall success. In addition, the University could review its policies in a faculty/staff training 101 and provide more consistent guidelines to faculty regarding how to handle missed work due to lock-out issues. The guidelines do not have to be prescriptive but can give faculty some flexibility in dealing with missed assignments.
2. Since students often have difficulty in using specific documentation styles and learning multiple formats, it is recommended that a psychology professor trains the Write Solution tutors this fall in APA's new format. ENG 123 mainly focuses on MLA format, so the additional training of tutors will be advantageous to the students.
3. It is recommended that the "not attempted" numbers are to be included in the data for each class. However, when discussing the benchmark, two qualifying statements are needed. One benchmark percentage includes the "not attempted" category and is reflected in the red/green graph. A second benchmark percentage excludes the "not attempted" category. For the latter, new percentage calculations are made and reflected in an additional statement written in the Benchmark Summary.

Meeting Date: 05/12/2020

Meeting Minutes:

Present members: Laura Brookins, Melanie Oestreich, Tim Jackson, David Dippold, Todd Guevin, Melanie Weaver, Jerome Douglas, Kent Smith, Gretchen LeVan, Becky Wills

Guests: Charity Schneeberger, David Perdan

Dr. Douglas opened in prayer. The minutes from the previous meeting were approved (motion: Tim Jackson; second: Kent Smith).

Behavioral Sciences

Start: 07/01/2019

End: 06/30/2020

Providing Department: Behavioral Sciences

Benchmark Summary:

All of the PSLOs were met within the Behavioral Sciences department. The results were consistent and the students either met or exceeded the standards throughout the programs.

Unit Summary:

The Behavioral Sciences department will continue to monitor the standards, which remain consistent throughout the programs. We realize that communication and information literacy continues to be reinforced through assignments, i.e., research papers, interviews.

Process Review:

We noticed that some of the assignments needed to be changed regarding communication and information literacy. The CMMs have been reviewed and revised and the syllabus will be changed to reflect the assignments. Our department will meet in Fall 2020 with the English department to continue to reinforce APA style and format.

Recommendations:

The recommendation is to continue to review APA style and format in all the programs and provide learning opportunities regarding APA through the Writing Solutions, Arts & Sciences department, and library.

Meeting Date: 05/05/2020

Meeting Minutes:

We met and discussed assessment, improving communications with students, engaging students due to lack of motivations and COVID-19. The department will continue to encourage students to the Writing Solutions and teach APA in partnership with the English department.

Business Department Summary Report

Start: 07/01/2019

End: 06/30/2020

Providing Department: Business Administration

Benchmark Summary:

We reviewed all assessment data collected during the 2019-2020 academic year including the Business/Sport Management (BUS/SPT) undergraduate programs and the MAOL program. Most PSLOs were met. We implemented some of the suggestions we made last year which may have contributed to meeting the standards.

Unit Summary:

Undergraduate BUS/SPT PSLO Summary

PSLO 1: Benchmarks were met in in both programs. However, we still noticed some students (particularly freshmen) struggled with APA writing style. Students need additional help in presentation skills perhaps preparing speaker notes and application of public speaking concepts. Taking time in class to explain APA style should be included in classes as needed.

PSLO 2: Benchmarks were met. Only BUS courses were assessed. However, we observed that students in both programs tend to struggle with synthesizing material and thinking on a deeper level. Although no SPT courses were assessed, it was noted that SPT students also struggle with concept synthesis and thinking critically.

PSLO 3: Benchmarks were met. We found that adding a mid-point supervisor evaluation for the SPT practicum course may increase results by allowing feedback to occur during future practicums.

PSLO 4: BUS students may not always have a background in worldviews. Some struggle to understand the assignment without having taken the Worldviews course beforehand. Although SPT students were not assessed, we discussed this. Students are assigned to read a book relating Christian Worldview and Sports which seemed to help them understand worldview. Time will be taken in class during the semester to introduce the concept of a Christian worldview to better prepare the student to complete the assignment.

PSLO 5: Benchmarks were met for both programs. The Business Internship course was offered for the first time and seemed to help as assessment improved from the previous year. The SPT program met the benchmark. We will continue to emphasis on professionalism in class will be done. Soft skills will also be emphasized in these courses.

MAOL PSLO Summary

The PSLOs for the MAOL program were reduced this year from seven to a total of five PSLOs.

In the MAOL graduate program, PSLOs 1, 2, 4, & 5 were met. However, PLSO 3 was partially met. For PSLO 3, the direct evidence standard was met. However, the indirect evidence was partially met. These results are most likely because the course projects are completed individually. However, students are expected to work together in learning in the discussion forums. We may need to change the form of indirect evidence used to assess PSLO 3 as the survey item refers to the course rather than the project used for assessment.

Compared to the 2018-2019 academic year, PSLO 1 indirect evidence improved most likely because of the implementation of MOL 502 which focuses on writing skills.

We reviewed the MAOL program overall concerning course titles and content. We found a few courses should be replaced with other course topics to align better with the organizational leadership program as found in other Organizational Leadership programs from other schools. The courses in the program will need to be reviewed for clarity of instructions. Furthermore, the program will need to be reviewed concerning which courses to use for assessment in light of new courses being added and other courses being discontinued.

Process Review:

1. The SPT, BUS, and MAOL CMMs should be reviewed to ensure the most appropriate direct and indirect evidence listed on the CMMs are being used to assess each PSLO.
2. We are developing a strategic plan for the department. The plan will address developing professionalism in students and quality of courses and faculty.

Recommendations:

1. We will ask the library staff to visit specific courses to instruct on APA Writing Style.
2. We will continue to work with the MLT department to better understand how to assess PSLO 4 in the BUS/SPT programs.
3. PSLO 5 Professionalism will be emphasized more in the BUS/SPT course classrooms including resume development, soft skills, and guest speakers.

Meeting Date: 05/12/2020

Meeting Minutes:

May 12, 2020

Present: Dr. Troy Gearhart, Ryan Gottier

We reviewed all BUS/SPT/MAOL PSLO assessment results from 2019-2020. Overall, assessment results were positive. However, we will continue to improve upon the quality of courses and emphasis on the PSLOs in appropriate classes.

Digital Media Program Assessment Report

Start: 07/01/2019

End: 06/30/2020

Providing Department: Digital Media Communications

Benchmark Summary:

The Digital Media Faculty report that benchmarks were generally met in all PSLOs for the 2019-20 academic year. There were three sections that did not meet benchmarks (ENG 333, DIG 303, and MTN 411) There were some COVID related data points that were not available.

This is only the second year that students met benchmarks in all six Digital Media PSLOs. The faculty reviewed all assessment data for each PSLO searching for data points that would suggest challenges. Faculty also reviewed and discussed indirect measures, course evaluations, focus group data, and faculty observations in an effort to affirm data and have a broad spectrum view of performance.

The faculty believe that student performance is due in part to consistent faculty focus and communication of value of program and course outcomes to students.

Unit Summary:

Faculty had focused discussion on each PSLO.

PSLO 1

The faculty reviewed data and discussed the value of and adjustment to the benchmark or assessment plan for the purpose of progress. It was determined that the assessments

in this PSLO are good data points and indicative of student ability to meet outcomes. It was agreed to maintain.

PSLO 2

While students met benchmarks, there was discussion on the need to adjust some coursework due to changing times. An example of this discussion included need to update DIG 102- What are the rules for working in the virtual world? What are the ethical and moral expectations to working virtually? What are the rules on the use of intellectual property in virtual meetings? Are they different?

A result of this discussion was decision to add a virtual workplace module into DIG 102 and add additional copyrights training into COM 163, via conversation with attorney with specialization in copyright law.

There was discussion regarding new direct assessment for PSLO 2 as COM 373 is no longer required for all students. It was agreed to add COM 403 and COM 332 to direct measures in order to have interaction with all students.

PSLO 3

We should reconsider use of DIG 321 to develop and assess participation with and leadership of teams. There was conversation and decision to adapt current graduate course DIG 610 Leading Teams in Digital Media to undergraduate level. This course will take the place of BUS 343 in all majors. This course will not only help in assessing this PSLO but, will provide a necessary but currently missing leadership component to the curriculum.

Indirect Measure was missed and need to confirm that custom question on course evaluation will carry over from year to year.

PSLO 4

Benchmark was not met in one area as a result of non-attempts. There is concern from faculty about additional focus on this PSLO outside of the classroom. See notable discussion below.

PSLO 5

While benchmarks were met, there was a common concern from faculty in audio and video areas of specialization regarding availability of adequate media assets prior to the start of capstone courses. Faculty agreed to develop 1 credit Senior Audio Seminar and Senior Video Seminar to be completed as prerequisite to capstone courses beginning 2021-2022. Students and faculty alike commented that students do not have enough content that is appropriate for and at high enough quality for use in Senior Audio / Senior Video Portfolio courses. Graphic Design/Photography majors have a seminar course prior to portfolio course as "pre-production" for content. This adjustment will align all majors.

PSLO 6

Assessment for this PSLO was impacted by COVID 19. Graphic Design and Photography Seniors Shows were able to go on virtually. Discussion to encourage students to use Adobe Assets, Spark, etc, to share professional portfolio assets and for maintaining their professional portfolios. Audio and Video capstone courses need to add a more public presentation of the work. e.g.. Spotify, Film Festival. Decision to use Adobe software to create web collector and publish all Senior Portfolio projects.

Other notable discussion items:

1. DIG243 Introduction to Photography was moved to be a freshmen course last year in order to give students hands on opportunity with equipment. Instructor commented on the significant difference in maturity of freshmen vs. sophomores and effect on quality of student work.
2. Faculty spent significant time in discussion about having classroom assignments be viewed as work for a "client" especially relating to deadlines, professional quality of work, revisions, etc. Digital Media Faculty will collaborate on a consistent approach for major projects across all courses. There should be additional communication about professional competencies in written and verbal communication.
3. The Marketing and Public Relations course has continued to come up as one that does not fit our program. Curriculum is lacking focused leadership training. Faculty had initial conversation about converting current graduate course DIG 610 Leading Teams in Digital Media to undergraduate level in order to maximize available credits to align with program goals. This course will take the place of BUS 343 in all majors and will replace DIG 321 as second direct measure for PSLO 3.
4. There should be continued focus on PSLO 4 outside of the classroom. Faculty desire to continue see students become more Gospel fluent in daily interactions and comfortable engaging in professional environments. Discussion of faculty sharing their own testimonies and expression of Christian worldview as part of Academic Chapels in 2020-21. There is desire to provide students with opportunity to see our faculty in more transparent way to learn how we operate as professionals while living out the Gospel.
5. Discussion of strengthening PSLO 3 with SkillShare. In order to establish culture and community of helping each other grow, add SkillShare requirement to program similar to Music Dept. Recital Hour. Students will need to participate each semester for 0 credits as Pass/Fail. Based upon attendance and participation. Upperclassmen will be required to present once per semester. All students must attend minimum number of activities each semester.
6. There was significant discussion of Senior Roundtable results especially the following:
 - Pre-production course needed before senior portfolio courses.
 - More collaboration between DM majors (video, design, audio, etc.)
 - More recording studio training and required studio work.
 - Digital Media students need good laptops for our success in program- No connect2 anymore. Can we get computers freshman year as part of the program?

What about other equipment?

- Need additional training in audio for non-recording arts majors
- Need for lighting course
- Digital Media Center equipment is in need of repair and maintenance. Students are frustrated that things do not get repaired.

Process Review:

The faculty reviewed the current assessment process. Process seems to be broad, consistent, sustainable, and valuable. The process reveals strengths and weaknesses and provides opportunities for affirmation and/or remedy.

The Digital Media Faculty recommend the following changes to the current assessment plan:

PSLO 2 CHANGE: COM 373 is no longer common course for all students. Add COM 403 and COM 332 as additional direct measure to be sure of assessment of all students for this PSLO.

PSLO 3- For 2021-22: Eliminate DIG 321 as direct assessment. Realign DIG 610 Leading Teams in Digital Media to undergraduate level. This course will take the place of BUS 343 in all majors. This course will not only help in assessing this PSLO but, will provide a necessary but currently missing leadership component to the curriculum. New PSLO 3- Direct Assessment- Build a Team exercise.

Indirect Measure was missed. Is there a challenge with custom question in course evaluation that is use as indirect assessment carrying over from semester to semester and year to year?

ACTION:

Update DM Undergraduate CMM with adjustment to PSLO 2 and and PLSO 3 beginning 2021-2022.

Recommendations:

Recommendations to PSLO Committee- Digital Media -CMM Changes

Update DM Undergraduate CMM with adjustment to PSLO 2 and and PLSO 3 beginning 2021-2022.

Challenge with custom question in course evaluation that is use as indirect assessment carrying over from semester to semester and year to year.

For discussion: How do we as faculty help students to grow in what professional competency means? There seems to be a lack of intrinsic motivation recently for excellence. Ex. deadlines, quality of work, my preference vs. employer preference.

Recommendations to Academic Affairs Committee- Catalog Changes

Eliminate BUS 343 Marketing & Public Relations from all DM majors.

Replace with DIG 310 Media Leadership to be redesigned as undergraduate course from DIG 610.

Add Digital Media Skill Share for 0 Credit for all majors- Similar to Music Dept. Recital Hour. Participation & Leadership opportunities.

Remove DIG 321 from DM- Recording Arts & DM-Video Production

Create MTN 407 - Sr. Audio Seminar - DIG 407 Sr. Video Seminar - to be completed prior to capstone project Add MTN 407, DIG 407, or DIG 441 prior to capstone course..

Recommendations to Administration:

The DM Faculty and Students have expressed the need for access to purchase appropriate laptops for DM majors. The current situation is not working.

Budget for DM operations- Student complaints about lack of maintenance and repair of Digital Media Access Center equipment when they pay a per semester fee.

Students appreciate DM lounge, but desire more collaborative space in Capeci Hall. Students desire some chairs/seating in hallway of Capeci.

The students and faculty request gallery space on walls in Capeci for display of student work.

Meeting Date: 05/07/2020

Meeting Minutes:

Attending: Prof. Melanie Bridgens, Prof. Tim Jackson, Prof. Dom Garcia, Prof. Kim Clark, Prof. Lee Bilotta

Attached Files

 [DM Senior Round Table 2020.pdf](#)

Education Department

Start: 07/01/2019

End: 06/30/2020

Providing Department: Education

Benchmark Summary:

The education department has consistently met most PSLO benchmarks over this years. During the 2019-20 academic year, results were much the same. All benchmarks were met in PSLO 1 except for the DAP Research Paper in ECE 204 that has consistently not been met over the course of years. While in the past rubrics showed that writing and APA formatting were the culprits, this year students expressed trouble finding up-to-date

sources for the assignment. The instructor wondered if, perhaps, the two were related in that students spent so much time trying to find sources that they did not spend enough time editing and revising their work. In any case, that assignment has been adjusted for the fall 2020 semester.

All remaining PSLO assessment benchmarks were met. However, in several cases education faculty chose to revise assignment and rubrics in order to strengthen student learning and more closely align to other organizational standards.

Unit Summary:

The review process this year pointed out to us the need to be sure assignments are clear and accessible to students. In several cases we adjusted or changed assignments and/or rubrics toward this goal. In addition, the review process encouraged us to take a closer look at assignments, and even though benchmarks were met, assignments have been updated to more closely align with PDE or other standards.

The following changes will be made for the 2020-21 academic year:

1. ECE 204 - DAP Research Paper assignment will be replaced with Essay on DAP - an analysis of a specific section of NAEYC's DAP position paper;
2. EDU 433 - Math Unit grading criteria will be aligned with the American College and Research Libraries Information literacy standards for pre-service teachers;
3. EDU 363 - Education Websites Evaluation rubric will be aligned with the American College and Research Libraries Information literacy standards for pre-service teachers;
4. EDU 383 Field Experience - written reflection will be deepened and lengthened to align with PDE competencies;
5. CMS 233 - Group presentation rubric will be aligned with PDE Danielson model rubric;
6. EDU 443 - lecture on Philosophy of Education will be strengthened to make worldview integration clearer;
7. PSLO 5 assessment will be moved from SPE 403 to EDU 353 to take the burden of reporting away from an adjunct and placed into the hands of a full time faculty member. Professionalism will now be assessed through completion of the U.S. History Unit.

Process Review:

The education department curriculum matrix has been adjusted based on the findings above. The assessment review was helpful in pointing out areas of needed revision, even when benchmarks were met.

Recommendations:

We find that meeting twice a year helps us to discuss results while they are fresh in our minds and makes the official, spring assessment much more doable. Although this practice involves scheduling and attending an extra meeting, in the long run we believe it is worth the time. Other departments may want to consider this practice.

Meeting Date: 05/04/2020

Meeting Minutes:

The spring Education Department meeting was held on May 4, 2020. An intermediate meeting where we discussed fall results was held on Dec. 16, 2019.

Both meetings were attended by Marianne Modica, Ginger Behnke, and Sharon Ellis.

ICS Summary Report

Start: 07/01/2019

End: 06/30/2020

Providing Department: Intercultural Studies

Benchmark Summary:

Benchmarks were met and seem mostly consistent with previous year.

Unit Summary:

The dept. had incomplete data because of course cancellations (some courses that we normally assess were not taught due to low enrollment).

Too many assessments are tied to one course (ICS 481 Internship); if the other course being assessed is cancelled, then we have nothing to assess in either the fall or spring semester.

Process Review:

Need to train my dept on entering information, as some seemed to enter incomplete info.

Dept chair to institute effort to reach out to all profs at the beginning of the semester in order to review the process of entering data re: outcomes.

Recommendations:

Would love to hear what other dept. chairs have learned to improve this process.

Meeting Date:

Meeting Minutes:

Dr. Ireland, Dr. Smith.

MLT Summary Report

Start: 07/01/2019

End: 06/30/2020

Providing Department: Ministry Leadership and Theology

Benchmark Summary:

All benchmarks were met and the benchmarks seem to represent a good measure of student success. Though the numbers of unattempted were high in some courses, it seems clear that especially for Spring semester COVID19 had a direct impact on this.

Unit Summary:

SOC 103 Life formation had a high rate of unattempted due to the assignment coming early in semester. Revisit syllabus with profs and see if changes can/should be made.

Graduate level courses all had high benchmark averages, though some profs noted the lack of understanding regarding research and Turabian formatting. Recommend adjustments to the Research Dynamics course (THE/SOC 595) to address this.

Also regarding graduate courses, courses such as THE 570 and SOC 570 were designed to emphasize a cross-cultural focus which was to be a distinctive of our graduate programs; need to revisit the content of these courses and re-evaluate if we want to continue with that emphasis. The cross-cultural component of these courses has presented difficulty for a number of students and resulted in not attempted.

Process Review:

Need to expand courses evaluated for PSLO1; currently this rests solely on PRE 353 Preaching in Pastoral Ministry. Suggest including PRE 213 Foundations of Biblical Preaching so that we have an early and late measurement in their academic journey.

Recommendations:

Should SOC 103 Life Formation be evaluated as a gen ed course, since it is required of all students?

Meeting Date:

Meeting Minutes:

Present: Dr. Ireland, Dr. Dippold, Dr. Smith, Dr. Marino, Prof. A. Lynn, Charity Schneeberger., David Perdan

Music Department Summary Report

Start: 07/01/2019

End: 06/30/2020

Providing Department: Music

Benchmark Summary:

Undergraduate Programs:

Church Music, Worship leading, Music Performance, Music Production

For the Church Music, Worship leading, Music Performance, and Music Production programs all the benchmarks were met. However, we were unable to complete one important assessment this semester due to COVID-19, the Upper Divisional Exam (PSLO 5). In previous semesters we struggled to meet the benchmark for this particular outcome. In the spring of 2021 we will have an opportunity to evaluate whether the changes we implemented this year will have a positive impact on the results of the Upper Division Exam.

Last year we did not meet the benchmarks for PSLO 5, PSLO 6 (MPERF), and PSLO 6 (WL). We are pleased to have met these benchmarks this year after implementing some of the changes outlined from last year.

Music Education Program

All benchmarks were also met this year in the Music Education program. However, some of the students in this program were unable to complete all elements of the Upper Divisional Exam due to COVID-19.

Due to their level of musicianship, music education majors have consistently met the benchmarks in all outcomes. This is attributed to the quality of their musicianship, since these students must enter the program with existing skills in piano and music theory.

Graduate Program:

M.M. in Music Technology

In this graduate program, the benchmarks were met for all PSLO's. This is typical for the Masters in Music Technology program. We can attribute these results to the quality of our graduate students, who are music educators in the public schools, and to the competency level of our professors. Each semester, our graduate faculty continue to tweak their courses based on the assessment results. These adjustments, made by the instructors, continue to strengthen the program and ultimately improve the quality of instruction received by our students.

Unit Summary:

Undergraduate Programs

Based on academic assessment and the Senior Roundtable discussions, the Music Department has identified the following trends for the 2019-2020 academic year:

Student scores tend to be higher on assignments when the faculty member states expectations early in the semester, and reminds students of these expectations periodically throughout the course. This was evident in the Music History classes, University Choir, Choral Conducting, and Upper Division Exam preparation.

Church Music and Worship Leading majors expressed their desire for additional training in the area of worship leading. Although our student worship leaders this year were effective in their leadership roles, they still felt the need for further mentoring, especially following a worship service where they served as the primary worship leader.

Students communicated their wish to develop a greater understanding of how to assemble and operate a basic sound system in a variety of settings. Even Music Education majors would benefit from this training.

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

We will be more intentional this year about encouraging faculty members to communicate expectations to students early in the semester, with periodic reminders throughout the term. This worked well during the 2019-2020 academic year, and especially in the spring 2020 semester.

In order to address the student desire for additional training and mentoring in worship leading, in the fall the music faculty will discuss the possibility of adding at least one additional foundational course in worship leadership. The addition of such an introductory course would allow a more "hands-on" approach in the existing Worship

Leading Seminar courses, allowing the professor to focus on individual feedback and constructive criticism.

3. In response to more technology training, the music faculty will discuss ways to reinforce this training in departmental wide gatherings, such as Recital Hour and/or Academic Chapels.

4. The department chair will hold an adjunct faculty meeting on August 14, 2020 to emphasize the importance of encouraging students to increase their weekly hours of practice during the academic year. The department chair will stress the value of such practice as it will have a direct impact on the development of the student's musicianship. Other departmental policies will also be reviewed at this meeting.

Graduate Programs

Based on academic assessment, the Music Department has identified the following trends for the 2019-2020 academic year:

1. Some assignments found in MUS 520 Advanced Chromatic Harmony (PSLO 1) focus on communication through technology. However, more technology-based assignments would be useful to adequately assess this outcome.

2. The writing skills of our graduate students improved this year, as compared to last year. However, students still had some challenges attempting to paraphrase literature in their final projects. They also required guidance with the APA style.

3. Although Peer reviews and collaboration among graduate students were commendable, at times, comments between peers had a tendency to focus on topics that were not completely relevant.

4. Some of the graduate students deal with time management issues. This was most evident in our composition courses. Students would tend to compose fewer times per week for longer hours, rather than compose daily for shorter periods of time. The latter approach is more effective in developing skills in music composition.

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

1. In order to address the need for more technology-based projects in PSLO 1, the instructor will add at least one more assignment that enables students to effectively communicate harmony, late 19th century tendencies, and form through music technology.

2. To address some additional areas in the writing process, the instructor for MUS 510 and MUS 515 will review principles for paraphrasing literature in their papers. Additionally, he will review the APA style manual in more depth.

3. A set of standardized peer review questions will be designed for students in MUS 510 to bring more focus to the collaboration process and provide students with a framework they can use to construct more detailed comments.

Principles of time management will be emphasized and discussed with all graduate composition students at the beginning of each semester. This should assist them in developing a consistent schedule of composing on a daily basis.

Process Review:

As a result of the assessment process, we have found it necessary to make some minor adjustments to some of our rubrics. These include the Upper Division Exam (adding an evaluation for secondary instrument, and removing the scales evaluation); the rubric for PSLO 4 so it adequately reflects elements of a Christian Worldview; the graduate rubric for MUS 510 (PSLO 3) so it better reflects the elements of Interpersonal Skills.

The department chair will also create a video tutorial to remind faculty members how to report on indirect measures.

Finally, the department chair will review with the faculty appropriate threshold percentages when reporting data in the Outcomes module.

Recommendations:

This year, our approach for outlining expectations to students was effective. The Music Department recommends that all academic departments within the institution consider implementing this approach if it is not already being employed. The approach would be to communicate expectations to students early in the semester, then periodically review those expectations during the semester, and prior to assignment due dates.

Meeting Date:

Meeting Minutes: