# 2019-2020 Institutional Student Learning Outcomes Report

**Start:** 07/01/2019

**End:** 06/30/2020

**Providing Department:** Institution
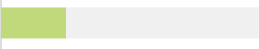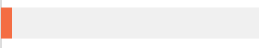
**Outcomes:**

ISLO 1

## Communication

Students will effectively analyze and express information and ideas in a variety of appropriate means with clarity and coherence.

Academic Year 2019-2020: University of Valley Forge

Term: Overview

| | | |
|---|---:|---:|
| Exceeded | **63.79%** | **502** |
| Met | **24.9%** | **196** |
| Partially Met | **5.08%** | **40** |
| Not Met | **2.67%** | **21** |
| Not Attempted | **3.56%** | **28** |
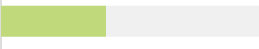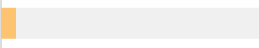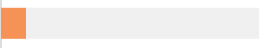
ISLO 2

## Information Literacy/Critical Thinking

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 2019-2020: University of Valley Forge

Term: Overview

| | | |
|---|---:|---:|
| Exceeded | **41.98%** | **369** |
| Met | **40.16%** | **353** |
| Partially Met | **5.12%** | **45** |
| Not Met | **8.99%** | **79** |
| Not Attempted | **3.75%** | **33** |

ISLO 3

## Interpersonal Skills

Students will demonstrate responsible personal behavior, cooperation, and leadership in group settings.

Academic Year 2019-2020: University of Valley Forge

Term: Overview

| | | |
|---|---|---|
| Exceeded | 63.38% | 450 |
| Met | 22.39% | 159 |
| Partially Met | 4.37% | 31 |
| Not Met | 8.45% | 60 |
| Not Attempted | 1.41% | 10 |

ISLO 4

## Christian Worldview

Students will articulate and apply a Christian worldview from a Pentecostal perspective.

Academic Year 2019-2020: University of Valley Forge

Term: Overview

| | | |
|---|---|---|
| Exceeded | 40.03% | 231 |
| Met | 45.23% | 261 |
| Partially Met | 2.6% | 15 |
| Not Met | 6.24% | 36 |
| Not Attempted | 5.89% | 34 |

ISLO 5

## Holistic Development

Students will practice a holistic lifestyle with attention to mental, physical, spiritual, and social dimensions of personhood.

Academic Year 2019-2020: University of Valley Forge

Term: Overview

| | | |
|---|---|---|
| Exceeded | 48.47% | 333 |
| Met | 27.22% | 187 |
| Partially Met | 6.99% | 48 |
| Not Met | 5.68% | 39 |
| Not Attempted | 11.64% | 80 |

ISLO 6

## Professional

Students will articulate the theoretical and practical dimensions of a vocation and demonstrate the essential knowledge and skills necessary to lead with excellence within that vocation.

Academic Year 2019-2020: University of Valley Forge

Term: Overview

| | | |
|---|---|---|
| Exceeded | 47.3% | 315 |
| Met | 16.22% | 108 |
| Partially Met | 31.08% | 207 |

| Not Met | | 2.4% | 16 |
|---|---|---|---|
| Not Attempted | | 3% | 20 |

**Consideration:**

<u>General Findings</u>

Institutional Student Learning Outcome (ISLO) data includes assessments gathered in three main areas: general education (GESLO), program/major (PSLO), and co-curricular (SDO). In the academic areas, most assessments are embedded in courses, such as research papers, presentations, or exams. In the co-curricular area, most assessments are direct and include rubrics and student surveys.

This year, performance was strongest in ISLO 1 Communication. This may be at least in part due to the increased emphasis on writing in faculty development. Performance was weakest in ISLO 6 Professional. This is usually an area of strength for the University. One assessment in the Student Development Outcomes (SDO) area brought the results down. However, this was reflective of a process issue rather than students under-performing. A new tool that was intended to be used for data collection was not fully implemented, resulting in lower-than-usual results.

<u>Year-to-Year Comparison</u>

Each year we track the overall performance of each ISLO in terms of the percentage that met the benchmark. The data in the table below includes all assessments gathered across all programs (PSLO), general education (GESLO), and co-curricular (SDO)*. The data in this table excludes the "Not Attempted" category of the results scale. For information on that category, see below.

Table: Benchmark Met Percentage

| Outcome | AY 17-18* | AY 18-19 | AY 19-20 |
|---|---|---|---|
| ISLO 1 - Communication | 85% (444/522) | 90% (605/670) | 92% (698/759) |
| ISLO 2 - Critical Thinking/Information Literacy | 81% (771/948) | 87% (712/815) | 85% (722/846) |
| ISLO 3 - Interpersonal Skills | 81% (248/305) | 94% (822/873) | 87% (609/700) |
| ISLO 4 - Christian Worldview | 85% (584/689) | 90% (469/519) | 91% (492/543) |
| ISLO 5 - Holistic Development | 77% (572/747) | 93% (1,639/1,769) | 86% (520/607) |
| ISLO 6 - Professional | 90% (506/562) | 90% (729/806) | 65% (423/646) |

*AY 17-18 does not include SDO data

<u>Not Attempted</u>

This is the second year that we tracked the "Not Attempted" category separately. This category in the results scale applies only to academic assessment when students do not turn in a graded assignment. Below is the year-to-year comparison of results in the "Not Attempted" category.

ISLO Overview - % of students who did not attempt the work for the past two years
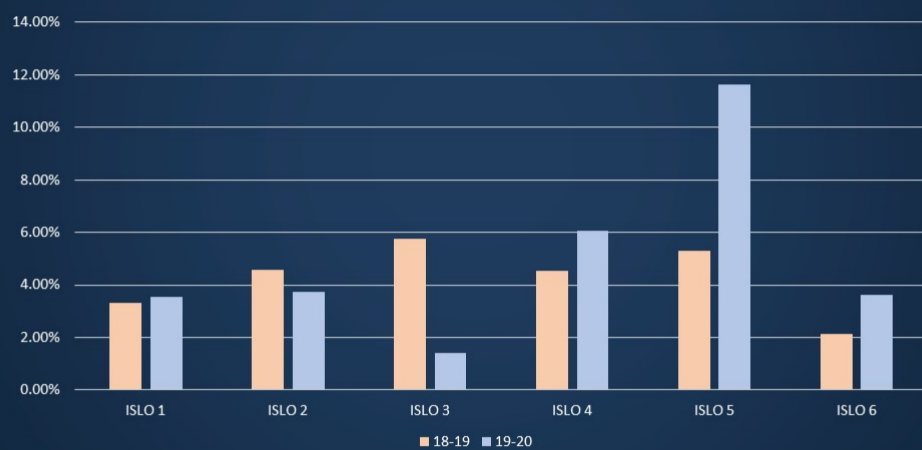
Last year, ISLO 3 Interpersonal Skills had the highest rate of "Not Attempted," while this year it is the lowest. The highest rate of Not Attempted this year is ISLO 5 Holistic Development. Since this outcome is assessed exclusively in general education, results could be explained by students being less motivated to complete work that does not directly relate to their majors. In addition, data that are collected each year can vary because of assessment cycles. We will continue to track this information each year to look for overall trends.

Our research strategy to learn more about this issue this year also included focus groups and a student survey. In the fall, we conducted focus groups in order to get insight directly from students regarding why they do not turn in graded assignments. Based on the results of those groups, we administered a survey to all main campus and online students in the spring. The two factors that students reported being the most significant reasons why they do not turn in graded assignments are 1) time management and 2) that they forgot or did not know about the assignment. The Offices of Academic Affairs and Institutional Effectiveness are continuing to collaborate on faculty development opportunities and student support services to address these factors.

Significant Trends

Two other significant trends are worth noting from this year.

First, writing across the curriculum continues to be an area of focus. Although ISLO 1 Communication saw strong results this year, inadequate writing performance can also impact the results of other ISLOs. For students to become better writers, it takes reinforcing the same concepts across all courses - general education and program.

Second, the online learning period as a result of COVID-19 and stay-at-home orders impacted students significantly. Some students struggled to adapt to the online learning environment. Many students had to return to family or home circumstances that were not ideal study environments. They had to face stressful situations without the in-person support systems available to them on campus. Despite these challenges, UVF worked hard to support students as much as possible. Faculty continued to hold synchronous virtual classes via Microsoft Teams. Virtual tutoring was made available to main campus

students. We conducted a survey to identify any students struggling with access to technology or other stressors, and followed up with those students in real time to offer support before the end of the semester. A pastoral care team was put in place to offer virtual support to students struggling to cope with the added stressors. Resident assistants continued to stay in contact with the students who had lived on their floors weekly in order to maintain community. Virtual small group chapels were also offered until the end of the semester. In such an unprecedented time, we saw the importance of additional academic and non-academic supports.

<u>Student Development Outcomes</u>

Learning outcomes assessment in the co-curricular sphere is still relatively new for the University. Because of this newness and some staff turnover this year, the most significant challenge related to SDOs has to do with the assessment process. We are still embedding assessment into the culture of student affairs. UVF's Student Development Outcomes assessment plan is leading the way in higher education co-curricular learning outcomes assessment with our use of direct measures such as AAC&U value rubrics to assess learning in areas such as leadership and teamwork. It follows naturally that we are still refining the data collection and reporting process as well as the actual tools used to track learning. We are seeing progress each year and expect to continue to make progress in this area.

**Use:**
Faculty and staff use assessment results to take action at the course and program levels. In addition, based on the results of assessments this year, we are taking the following actions at the Academic Affairs or Institutional level.

- Improve interdepartmental synergy so the general education courses can help build strength for future program courses.
- Highlight upperclassmen and faculty work to help students be motivated and have an example to attain to.
- Show students the progression of their work to see the improvements being made.
- Provide clear expectations and training for members of the SDO Committee so they can lead assessment efforts in their areas.

Specifically related to COVID-19, if the fall semester is impacted in any way similar to the way the spring semester was impacted, we have the following to consider:

- Start pastoral care support sooner. This kind of support makes a big difference in students' ability to continue to perform academically.
- Faculty and staff will proactively communicate to students the importance of being professional during the online period.
- Consider providing a USB mic for faculty and a common Teams background to improve the student experience.

**Process:**

We would like to have additional PSLO Committee and SDO Committee meetings in August before the start of the school year. This will help us to ensure that we are starting off the year on the right foot and with assessment at the forefront of our minds from the beginning. It will also help to ensure that action items discussed in May are followed up on in the new academic year.

The Institutional Effectiveness department is revisiting the IE Handbook to ensure that there is sufficient documentation for the co-curricular learning outcomes assessment process.