

**University of the Southwest
College of Arts & Sciences
2018 – 2019 Annual Report**

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I. Executive Summary

This report intends to provide an overview for program-level assessments in all College of Arts and Sciences (CAS) programming. Results of assessments focus predominantly on course delivery, student performance, and actual course assessment by faculty members. This information is necessary to improve course instruction and measure CAS against the strategic plan of University of the Southwest (USW).

This report provides a holistic examination of the affairs of the College of Arts and Sciences. Emphasis is given to student learning; however, of equal value is student retention and graduation. Through use of the at-risk list, students showed evidence of strong academic performance. Faculty also engaged in professional development and scholarly activity ensuring CAS students are educated by leading scholars in their field.

Informed by these findings, future plans for CAS include the measurement of programmatic learning objectives that conform to industry/programmatic standards. Additionally, recognizing the benefit of co-curricular activities to the achievement of student learning outcomes (SLOs), CAS program coordinators will identify program specific co-curricular activities tied to their SLOs which will be measured and assessed in next year's report.

II. Action Updates Based on the 2017-2018 Annual Report

During the 2018-2019 academic term, there was a name change from the School of Arts and Sciences to the College of Arts and Sciences. It also saw the movement of two graduate degrees from the College of Education to CAS (namely the Master of Science in Health and Human Performance and the Master of Science in Clinical Mental Health Counseling). Despite new additions, CAS worked towards improving existing programs based upon data and goals set from the 2017-2018 annual report. Below is a summary of action updates based upon the 2017-2018 annual report.

Future plans outlined from the 2017-2018 annual report stated the designing and implementation of a grading philosophy across all CAS disciplines. Throughout the 2018-2019 academic year, the CAS dean led faculty to this end through monthly workshops on grading based upon the research-driven book *Grading Strategies for the College Classroom*, Maryellen Weimer (ed). Faculty were provided a notecard booklet with prepared cards outlining best practices in grading exams, quizzes, research papers, and participation. These were expounded upon at monthly faculty meetings. Additionally, faculty were trained in how to talk to students about their grades. Through this, attempts were made to address the “usually high academic performances” from CAS programs (2017-2018 Annual Report, p. 71).

Additionally, a stated goal for CAS from the 2017-2018 report was instructing faculty on pedagogical strategies that lead to enhanced student engagement. These were carried out at bi-monthly program coordinator meetings. Furthermore, as a university-wide initiative impacting CAS, a new hire was made for a Director of Student Success which oversaw tutoring and at-risk intervention. This coincided with what was expressed in the 2017-2018 report that “[S]tudents show a lack of basic academic tools (i.e., study skills, test strategies, etc.),” and “To address student study habits the University academic counselor and the director of student support will provide all students on campus with workshops designed to increase academic skills necessary to succeed in undergraduate as well as graduate education,” (2017-2018 Annual Report, p. 3). Led by Mr. Brian Arnold, University Counselor, a “Tips for Academic Success Workshop” was held on September 17, 2018.

Program consistency was another expressed goal of CAS from the 2017-2018 report. This process is still ongoing given there are multiple faculty members (including adjuncts) to which consistency need be applied. Moving forward, CAS seeks to apply that consistency not only in grading practices but in assignments, blackboard course layout, and mode(s) of instruction.

Another noted deliverable from the 2017-2018 report was the design of a CAS Strategic Plan. There, a CAS mission statement was updated, core values were defined, and five broad outcomes were articulated. The following table defines the CAS Strategic Master Plan:

Strong Student Academic Performance	Increased CAS Enrollment	Expanded Academic Programming	Program of Research	Improved Technology
<ul style="list-style-type: none"> • Increase Rigor • Rubrics for all course assignments • Degree paths for athletes • Midterm student evaluations • Systematic assignment review and rotation or replacement • Increased Internships • Honors Track • Identify eligible programs • Degree plans with areas of specialization • Opportunities for student leadership • Research requirements 	<ul style="list-style-type: none"> • Recruitment • Establish/enhance relationships with community • Identity alternative sources of scholarship for non-athletes • Regular recruitment trips in the community • Program materials • Increased opportunities for non-athletes to be involved on campus • Cross-discipline social events • Honors societies for majors 	<ul style="list-style-type: none"> • Master's Programs • RN to BSN • Forensic Science with CJ, BIO, and FP tracks • Christian Studies • TA positions • Specialized accreditations • Undergrad Programs • Computer Science • Chemistry – minor • Math • Revised history major 	<ul style="list-style-type: none"> • Identify funding sources • Mini-grants • Professional development for grant writing • Research lab • Lab managers • Conference presentations and journal publications • Student presentation and writing workshops • Travel scholarships • Yearly student research colloquium 	<ul style="list-style-type: none"> • Building upgrades • Smartboards • Potential expansion • Instructional technology • Increase use of different technologies • Faculty sharing in meetings • Student-worker positions

III. Program Specific Action Updates Based on the 2017-2018 Annual Report

Biology

2018-2019 was a successful year for the Biology department at USW. Biology faculty had two main goals for this program for the school year. (1) To maintain program growth and generate over 50 heads across all specializations. (2) To successfully admit graduating seniors into the graduate or healthcare related school upon completion of their degree. Both of these goals were accomplished.

100% of graduating seniors who applied to graduate schools were accepted into the program of their choice for start dates in 2019. Numbers determined through student survey using Survey Monkey.

Fall 2018 saw a total of 54 students majoring in Biology with anticipated starts for Fall 2019 at 55 students. Several students also minor in Biology, Pre-Med, and Pre-Physical Therapy especially in the Kinesiology program but we currently lack the ability to track minors. We anticipate continued growth in the Biology program with the addition of Pre-Nursing and Pre-Physical Therapy. Students majoring in Biology currently accounts for ~30% of all undergraduate students in the College of Arts & Sciences.

The Biology Program at USW has completed paperwork which has been approved through APRC to offer two new specializations for Biology majors starting in the Fall of 2019 (Pre-Nursing and Pre-Physical Therapy).

Due to growth in the Biology Program at USW, one new faculty addition has been recommended to start in the 2019-2020 school year. This replaces Ms. Heidi Stringfellow who served as a lab technician in the 18-19 school year.

Dr. Yusheng Wu has introduced a successful undergraduate research program for USW students. Two students participated in research as a part of Co-Curricular education by researching water quality and fruit fly genetics. These research projects will be presented at conferences in the 2019-2020 school year.

Outstanding USW students also helped the community through participation as judges in the St. Helena's School's science fair.

2018-2019 saw the introduction of student internships to facilitate hands-on active learning outside of the traditional setting. Several students have signed up for internships which should improve their job readiness upon graduation.

Addressing the 2017-2018 annual review:

- “Students enrolled in Anatomy and Physiology I scored lower than expected in the 2017-2018 school year on the HAPS Comprehensive Exam.” (2017-2018 Annual Review)
 - In response: This was the first year the HAPS exam was administered to students at USW and will set a baseline for which student performance in the biology program can be monitored going forward. This periodic performance evaluation will only be conducted every 3 to 5 years and was not tested in the 2018-2019 academic year.
- Regarding student performance in laboratory activities at USW continuing to excel over performance in lecture courses mentioned in the 2017-2018 Annual Review:
 - In response: This has been an expected ongoing trend at USW. Many researchers, across all levels of education show that students seem to learn more efficiently when engaged in hands-on activities. That is definitely the case at USW.
- Regarding grade inflation mentioned in the 2017-2018 Annual Review
 - In response: Grade inflation at USW is consistent with other universities across the United States and continues to be a concern but possibly not more than other institutions. As previously stated, USW biology graduates have excelled in graduate schools across the country and in their chosen professions. The biology department is working to contest grade inflation by creating standard percentages for academic assessment across all courses in the program. All face/face courses will utilize a weighted course average following the following calculation (40% tests and 60% assignments). Online courses will utilize a modified version that relies less on the exam average and more on the assignment average. This is consistent with many K-12 grading schemes and will hopefully prevent the over-grading of term papers and presentations.

Christian Studies:

The Christian Studies major within CAS remains critical to the mission of USW despite it having a small amount of on-campus students enrolled in this degree. However, there remains a steady number of majors in this program (some 30 students) because the majority of those students are

incarcerated individuals within the Lea County Correctional Facility. Given the few number of on-campus students enrolled in this major, the assessment data from 2017-2018 reflected non-traditional, incarcerated students. Given the incarcerated students' unique circumstances (not having to work a job, not paying rent, not having distractions common to undergraduate college students, being non-traditional), it is postulated that the grade inflation suggested in the 2017-2018 could be attributed to these unique circumstances.

The 2017-2018 report stated:

- It will be important for core faculty to review the rigor of their courses including expectations and performance demands and ensure that objectivity and discrimination is employed in the evaluation of student work. This can be achieved through the use of standardized rubrics that can be passed on to adjunct faculty and inclusion of less subjective assessment measures (e.g., examinations, online publisher exercises). (2017-2018 Annual Report).
 - In response: the Christian Studies core faculty did develop standardized rubrics to be used as assessment tools and disseminated to adjunct faculty. Further, examinations were (and have always been) an objective assessment instrument in this program. Online publisher exercises are not available in a correctional environment.

Additionally, the 2017-2018 report stated:

- There was an inability to evaluate delivery style as all courses reviewed were provided face to face. It is requested a number of online courses proportionate to their offering be submitted for assessment review next year to allow for presentation comparison. (2017-2018 Annual Report)
 - In response: for residential students, two classes were offered online during the 2018-2019 academic year and will be used for comparative analysis. However, as the majority of classes are taught at the prison, online instruction is not an option there (for security measures).
- The fact that we see a more normal curve in the final grades at the Sophomore-level speaks to the soundness of some evaluation measures but not necessarily the ones submitted for this review. Christian Studies faculty may wish to evaluate their assessment

practices see which assignments and grading tools help to meet student learning outcomes and which ones may need revision or replacement. (2017-2018 Annual Report)

- In response: Assessment practices were evaluated. Rubrics appear to be the best learning tool to assess student learning outcomes.

Communications and Technical Writing

The Communications and Technical Writing experienced growth both in terms of new majors and courses offered. As a new program during the 2017-2018 academic year, program mission, objectives, and outcomes were still being defined. The program is still in its infancy yet seeks to address the action updates from the 2017-2018 report as defined below:

- “Continued development of this new program will help with future assessment of majors and non-majors alike. There was only one student identified as majoring in this area. A greater number of majors will be critical to evaluating the effectiveness of instruction, student learning, and assessment practices.” (2017-2018 Annual Report)
 - In response: With the majority of non-major students, faculty have issues to contend with that may not be as prevalent in other programs including student investment, engagement and motivation. Academic core faculty have the added pressure of trying to get students to see the value in courses and content they have little interest in. Lower commitment can lead to lower effort, which provides an explanation for work non-completion or lower quality submissions.”
 - Additionally: “The above elucidates why Mr. Trout’s classes display such a low mean and median. Inflated standard deviation values signal a data spread that is not a reliable measure of student performance. Some ways to enhance student engagement and participation and combat failing grades include providing in-class time for reading and writing, holding writing workshops, encouraging students work together to hold each other accountable, delivering prompt and focused feedback and limiting the number of assignments due to value quality over quantity.” (2017-2018 Annual Report)
 - In response: In order to increase student learning and motivation, an English Honor Society, Sigma Tau Delta, has increased their participation by readjusting

its financial obligations for the students making them feel more of a commitment to required English courses. Members increased from 5 to 30 and continue to grow based on student feedback and engagement. English classes now require in-class assignments where students can work together to complete required assignments. Group work is encouraged outside of class with an increased number of group projects. Sigma Tau Delta hosts community events that support student learning and motivation by allowing students to practice their in-class knowledge with the community. All Communication and Technical Writing courses now have embedded support for students in Blackboard with paper examples and Library resources.

- “Since the Communications and Technical Writing program is newly established, upper-level courses have yet to be offered consistently. Therefore, only Freshman-level courses were submitted for assessment review. Courses from all levels are requested for the coming academic year.” (2017-2018 Annual Report)
 - In response: A Communications and Technical Writing degree plan with upper level courses has been approved along with a 2-year course rotation. The course rotation will have upper level and lower level courses offered consistently each semester to ensure accurate program assessment.
- “Delivery style is difficult to assess for this academic year as only one online class was submitted for review. To gain an accurate picture of online versus traditional course delivery, it is recommended a greater number of online Communications and Technical Writing classes be included in future assessment reviews.” (2017-2018 Annual Report)
 - In response: The Communication and Technical Writing Program is now completely online except for five face to face classes for students who are non-majors.
- “Mr. Trout submitted grades for paper assignments only. It is suggested that other means of evaluation be included for performance comparison and that faculty review individual grading criteria or rubrics to enhance consistency between faculty. This might help with the discrepancies exhibited in grades between the two faculty members.” (2017-2018 Annual Report)

- In response: More assignments have been created for English courses other than paper assignments. In class worksheets and reflection essays are now required. Grading rubrics for papers are submitted and a final exam is required.
- “It will be important for the Communications and Technical Writing faculty to review their assignments, grading criteria and evaluation tools to allow for greater consistency in assessment across faculty and guarantee accurate appraisal of student skills and ensure students are developing the skills necessary to meet learning outcomes. Assignment grades that are right-skewed suggest measures that may be too easy or simple and those that are left-skewed are suggestive of criteria that may be too stringent or students that require greater support in developing basic writing skills or managing their time effectively to complete assignments.” (2017-2018 Annual Report)
 - In response: Communication and Technical Writing faculty members will always have different means of grading for their classes due to the type of content that is taught in each class. However, the assessment for each class is sufficient for the content that is being taught. The Communication and Technical Writing program will always be more difficult than other programs to assess due to the number on non-majors taking required courses for all degree plan. Now that upper level courses are offered on a 2 year course rotation, they can be used to assess the program more accurately. Both English and Communication courses in the program will have different means of evaluation tools, but will be consistent with their own subject.

Criminal Justice

A new program coordinator was hired during the 2018-2019 academic year who focused on bringing the Criminal Justice program into better alignment with industry standards. Courses were added and revised accordingly. Additionally, further structure was put in to place so as to measure program outcomes. The following addresses findings from the 2017-2018 annual report.

- “Completion of the program learning map is needed with linked assignments to student learning outcomes and overall program objectives.” (2017-2018 Annual Report)
 - A program learning map has been completed with assignments linked to SLO and program objectives. This may be found in the program learning objective course maps below.

- Grade inflation is common across disciplines and even universities, however in order to minimize the propensity for arbitrary grading, the department of criminal justice has implemented a Professional Development requirement that includes:
 - Use of Master Syllabus templates
 - Alignment of CLO & SLO to specific outputs and deliverables
 - Blooms Taxonomy alignment to outputs & deliverables
 - Trained on the use of master grading rubric's deployed within Blackboard
 - Trained on the use of course rubric's that align course content and tools for the purpose of meeting the HLC expectations.
- The 2017 Criminal Justice failed to meet the expected criterion since the numbering sequencing was limited to upper level courses and failed to consider the foundational needs and preparation required. Since this time, the Criminology & Criminal Justice department has redesigned the program ensuring the curriculum consistency and student learning are measurable with breadth and balance.
- Delivery style has been a challenge since the Criminal Justice program only has one face to face instructor, however the number of courses online are less than those offered face to face. In consideration of subject matter and academic standing, the program is in the process of implementing changes in the online course offerings. Consequently, in the near future, the courses offered online will be limited to upper level courses and will be offered in a hybrid format.

History

A thorough update on program learning objectives was completed during the close of 2018-2019 term to align closer to industry norms. These new objectives will be implemented in the 2019-2020 academic year and will be assessed accordingly.

The 2017-2018 assessment data for the History program stated:

- “Course level comparisons are only available at the Junior-level. Only one Freshman- and one Senior-level History course were evaluated. Removing work non-completion outliers, the mean and median grades fell in the B to A range across assignment and final course assessments. It is recommended that History faculty address issues of grade inflation through grading leniency. Grades that are prominently right-skewed suggest evaluation criteria and tools that do not effectively challenge students and reduce effort over the long term when mastery can be achieved by the majority.” (2017-2018 Annual Report)

- “Online courses averaged in the B to A- range and face to face delivery in the C- to A+ range with the large majority of grades in the B+ to A+ range. These grades are high and may be reflective of grade inflation or criteria that fails to be rigorous or objective enough to lend itself to an appropriate dispersal of student grades.” (2017-2018 Annual Report)
 - In response, the course level comparisons are partly due to the fact that the College of Education (outside of CAS) requires specific History courses for prospective History teachers. This, according to the program coordinator, leads to additions outside of the program rotation schedule and (by default) a failure to have higher enrollments. Setting a master course rotation schedule that corresponds to the needs of the College of Education will be an objective during the 2019-2019 academic year.
 - Additionally, while the program coordinator reports no grade inflation due to grading leniency, there is a recognition that (due to the nature of the subject) lecture notes are provided to students. This may account for the seemingly apparent grade inflation if students are not reinforcing their auditory learning with their own note taking. This approach will be evaluated during the 2019-2020 academic year.

Additionally, the 2017-2018 annual report stated:

- “There are few major students in the History program. This is a trend that has been evident for the past several years. It is suggested a more encompassing program be considered such as Political Science and Government, International Relations or Sociology.” (2017-2018 Annual Report).
 - In response: This has been something for consideration; however, the better alternative at this point is to consider College of Education students who (though majoring in Education) take significant amount of courses in History. History is integral to the Liberal Arts, and as such will remain a major within CAS; however, alternative social science majors are under consideration.

Psychology

The Psychology program saw strong growth over the 2018-2019 year, including strong program numbers as well as improvement based upon the 2017-2018 annual report. However, it also saw the loss of the program coordinator and lead faculty member of the program as she gained employment elsewhere.

The 2017-2018 assessment data for the Psychology program stated:

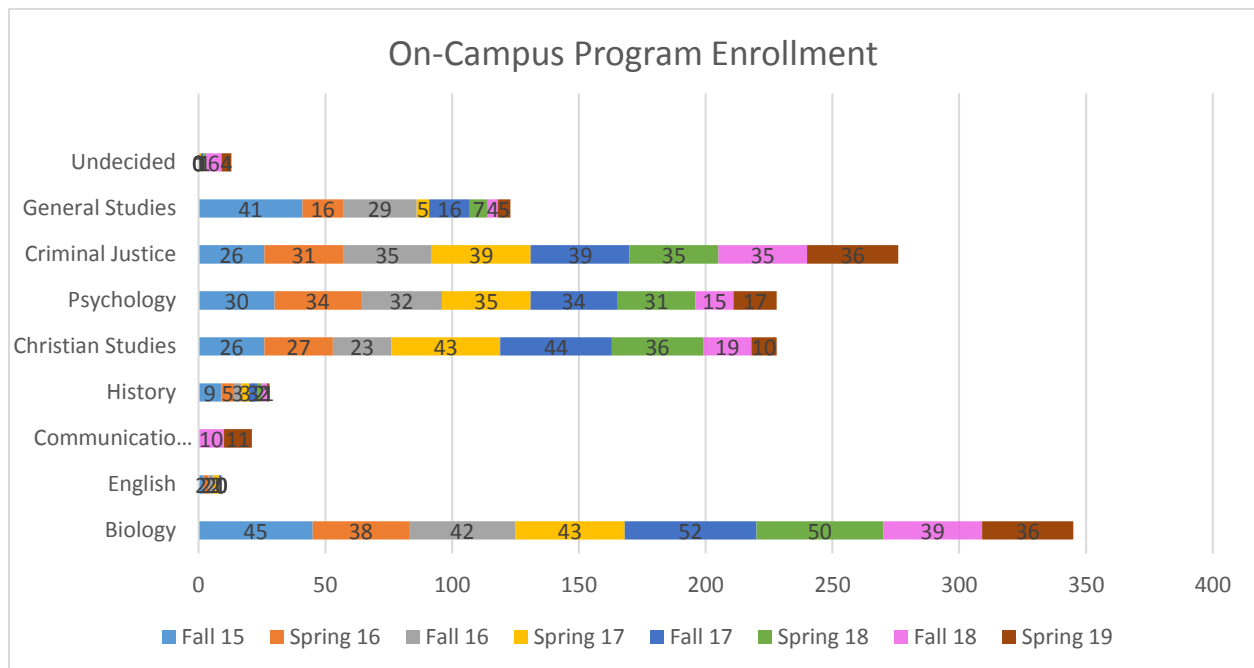
- “Issues of plagiarism as seen in Dr. Job’s Senior-level Personality class must be addressed. An outlining of academic integrity in addition to the course syllabus may be needed for online classes as well as an adjustment of assignment to reduce the likelihood of copying of internet sources.” (2017-2018 Annual Report)
 - In response: a CAS standard syllabus template was instituted outlining academic integrity policies across the college which informed all students of the meaning of plagiarism along with its accompanying consequences.
- “Papers, online learning activities, and presentations show the highest mean assignment grades falling in the A, A-, and B+ ranges, respectively. These scores are higher than expected, which suggest grading criteria may be too subjective or assignments too easy for the stage of learning students are at. A review of assignments and assessment is recommended with the use of clear and focused rubrics suggested for all written work.” (2017-2018 Annual Report)
 - In response: a review of assignments and assessments was completed over the academic year with rubrics being implemented for written work.
- “Examination grades are accompanied by a high standard deviation, meaning the results should be interpreted with caution. Using the median instead, exam grades were in the D range for non-major students and B range for those majoring in Psychology. Lower examination scores can result for various reasons: students did not prepare, items were too difficult or questions were poorly constructed, student test anxiety or pacing issues. It is advised Dr. Job complete item analysis of each examination to evaluate item difficulty and discrimination as well as review test strategies for student success.” (2017-2018 Annual Report)

- Dr. Job completed an analysis of examinations. While CAS remains in possession of the modified exams, it does not have a detailed report of her findings (as she left USW before submitting this). This will be a matter for additional review.

IV. Enrollment

Undergraduate

	Fall 15	Spring 16	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
Biology	45	38	42	43	52	50	39	36
English	2	2	2	2	1	0	0	0
Communications							10	11
History	9	5	3	3	3	2	2	1
Christian Studies	26	27	23	43	44	36	19	10
Psychology	30	34	32	35	34	31	15	17
Criminal Justice	26	31	35	39	39	35	35	36
General Studies	41	16	29	5	16	7	4	5
Undecided	0	0	0	1	1	1	6	4

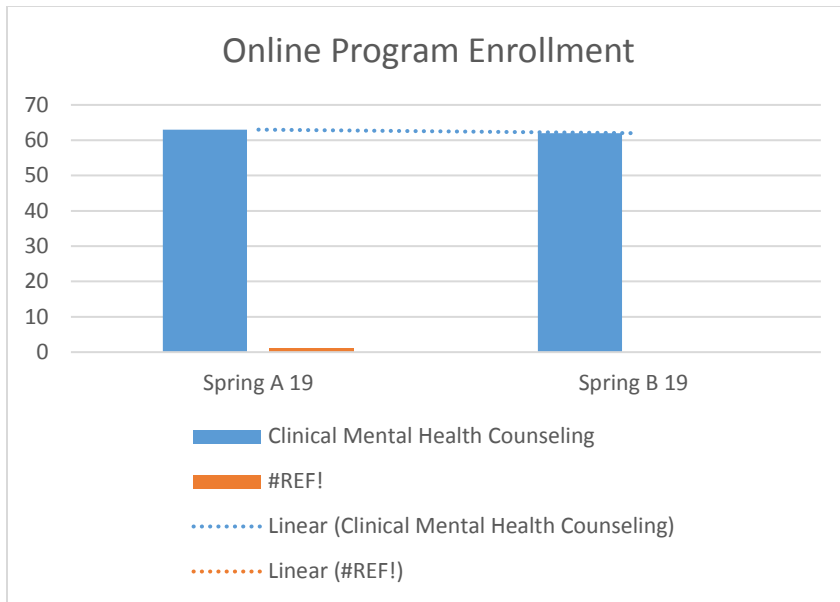


Programs are showing consistency across the board. Humanities follow current trends in higher education with a decline in enrollment. Professional programs like Criminal Justice and Biology

remain steady. English was removed as a program and will no longer be offered as an academic major. To bolster enrollment, faculty will be encouraged to engage in community involvement.

Graduate

	Spring A 19	Spring B 19
Clinical Mental Health Counseling	63	62



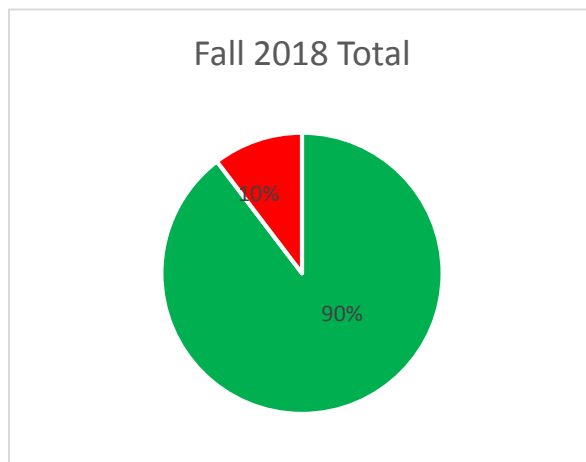
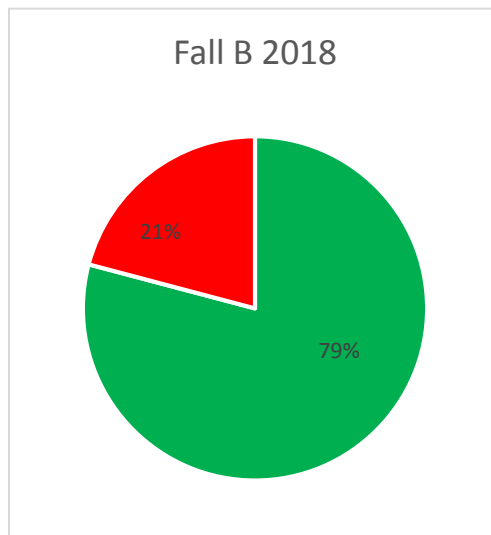
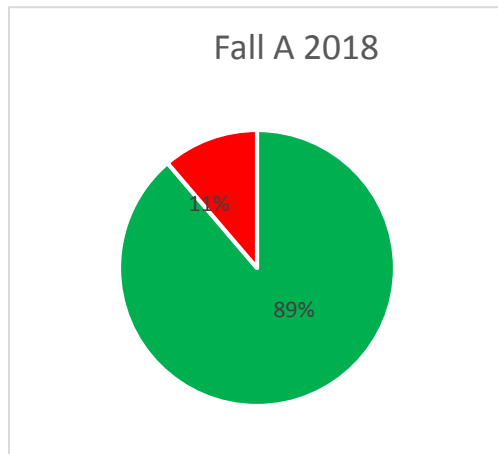
Little information is provided herein for evaluation purposes given that the CMHC program moved from College of Education to College of Arts and Sciences in the middle of the academic year. Enrollment is steady, though it will take time to study trends.

V. Retention, Persistence, and Graduation

Undergraduate

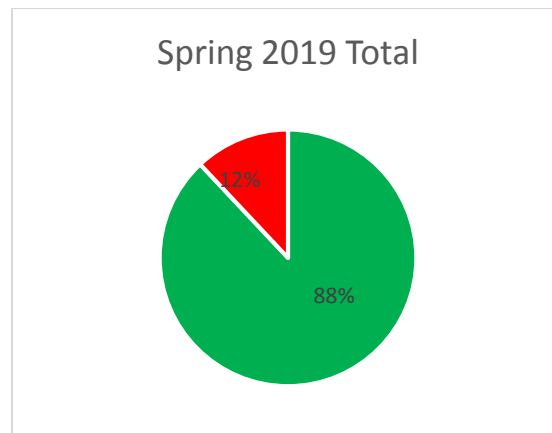
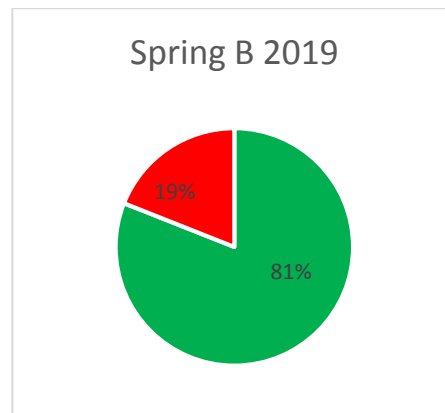
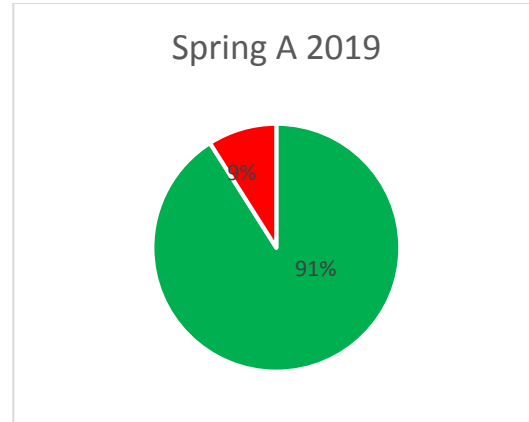
Green	935	92%	16- Week
Red	84	8%	
	1019		
Green	229	89%	Fall A

Red	29	11%	
	258		
Green	144	79%	Fall B
Red	38	21%	
	182		
Total			
Green	1308	90%	All Fall
Red	151	10%	
	1459		



Through the Director of Undergraduate Admissions and Student Support, an at-risk list was provided to faculty to mark any students who may be at-risk of failing due to poor academic performance, absences, and/or missing assignments. The list was sent to professors every four weeks at the face-to-face (16-week) level and every two weeks at the online level. Fall A showed an 89% pass rate of students. This is a decline from the previous Fall term, though it is consistent with the Spring 2018 term. The validity of the tool, however, is reinforced, and as this initiative is still less than 2 years old, it will remain in effect.

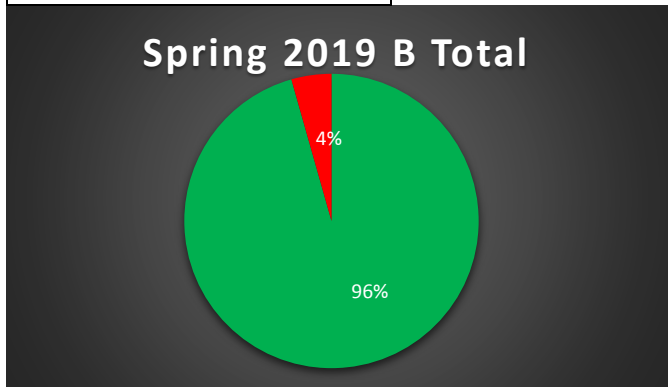
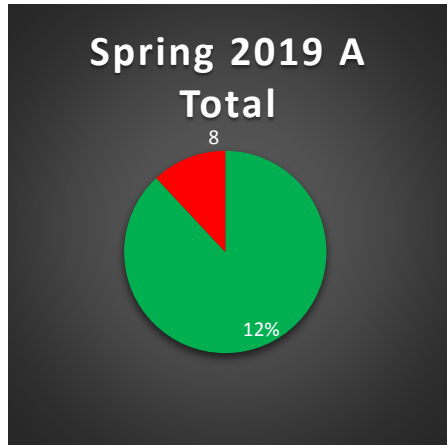
Green	641	89%	16-Week
Red	93	11%	
	734		
Green	158	91%	Spring A
Red	39	9%	
	197		
Green	214	81%	Spring B
Red	31	19%	
	245		
Total			All Spring
Green	1013	88%	
Red	163	12%	
	1176		



Reflecting consistency with previous terms (including the Spring 2018 assessment data), it appears that the tool remains a helpful intervention strategy to support student retention. Moving forward, this tool and its procedures will be followed into the 2019-2020 academic term.

Graduate

Green	81	88%
Red	11	12%
	92	
Green	87	96%
Red	4	4%
	91	
Total		
Green	168	92%
Red	15	8%
	183	



Little time was given for assessment given the move of the CMHC program to CAS in the Spring 2019 term. Still, the at-risk list, administered by the Graduate Director of Admissions and Student Support (bi-weekly during 8-week terms) proved to be an effective intervention tool reflecting student success.

A&S F2F - Enrollment, Retention, and Persistence								
COLL Term	Academic Calendar	New Students	Continuing Students	Total Heads	Credits	FTE	Completions	Retention Rate
19GRSPA	Spring A 2019	4	73	63	264	44	4	94%
19GRSPB	Spring B 2019	4	73	62	258	43	8	98%
Mean		4	73	63	261	44	6	96%

VI. Scholarly and Service Activity

Because University of the Southwest is an institution grounded in servant leadership (i.e., leading and teaching others through service), CAS encourages faculty to participate in opportunities of both institutional and community service. These opportunities to espouse the mission of the institution are vital to the SAS faculty community. Beyond service, USW supports all faculty in pursuing personal research interests. Faculty are not required to produce research as part of their employee contracts with USW. Faculty reported the following scholarly work and service activities during the 2018-2018 academic year:

Brian Arnold

- Attended Yes We Must Conference: 10/24/18 to 10/26/18
- Attended NETVUE Conference: 3/21/19 to 3/23/19
- Completed 16 Continuing Education Hours (Online) for Counseling License: 2018-2019
- Advisor for student organization/career exploration group, Healthcare Occupations Group: 2018-2019
- Hosted Resume Building Workshop: 11/26/18
- Hosted Interviewing Workshop: 4/23/19
- Hosted Career Panel: 5/2/19
- Served on Legacy Committee (for First Generation College Students): 2018-2019

Carol Brennan

- Facilitated move and complete transition of MHC program from COE to CAS; CMHC program title approved by HLC Tom Bordenkercher
- Coordinated with Dean of CAS about CACREP self study plan; a team was formed in CAS to complete and submit

- Continued to serve as Board Member of Lea County Guidance Center and Humphrey House
- Continued to serve as Faculty Council President at USW
- Continued to serve as MHC Program Coordinator
- Continued to serve on USW Mental Health Team
- 9/18/18 - NMAPT Conference in Las Cruces - 6 hr. continuing ed.
- 12/28/18 - completed 6 hr. online continuing ed. training in Introduction to Telemental Health Theory and Practice
- March 2019 - CACREP Self Study and application completed and submitted to CACREP for program review
- July 25-26, 2017 - ACAC (Association for Child and Adolescent Counseling) national conference in Austin, Tx. - 6.0 hrs. continuing ed.
- July 2018 - present - coordinate and complete tasks necessary to submit requested Addendum to CACREP Review Team by deadline (end of December 2019)
- Professional Development and Legacy Committee.

Dianna Carmenaty

- Founding member of the Master of Science for College of Arts and Sciences Graduate Program
- Chair of Legends dedicated to supporting First Generation students
- Member of the Professional Development Committee for the University of the Southwest
- Faculty Sponsor of Pi Gamma Mu
- Member of the University Mission Development Committee.
- Hosted 2 Workshops:
 - 2018 - Fall Criminal Justice Career Day
 - 2019 - Spring Criminal Justice Career Panel Luncheon & Career Booths
- Resume' Building Facilitator/Volunteer
- 2018-2019 Research, Training, & Conference Presentations:
 - Robles-Pina, R., Garcia, M., Carmenaty, D., & Pina, Jr., M. (2019). A psychological capital perspective to Hispanic students and volunteer parents in 4-H after-school programming: A mixed methods investigation of hope, resilience, optimism, and self-efficacy. Unversality of Global Education for Culturally Sustaining Practices, Huntsville, Texas.
 - Garcia, M., Carmenaty, D., Robles-Pina, R., Pina, Jr., M. (2019). A psychological capital perspective to Hispanic students and volunteer parents in 4-H after-school programming: A mixed methods investigation of hope, resilience, optimism, and self-efficacy. National Association of Hispanic and Latino Studies, Dallas, Texas.
 - Garcia, M., Robles-Pina, R., Pina, Jr., M., & Carmenaty, D. (2018). A mixed methods investigation of hope, resilience, optimism, and self-efficacy in Hispanic students and parents enrolled in a 4-H after-school program. Adolescent Medicine & Child Psychology, Zurich, Switzerland.
- Yes We Must Conference (2019) specialized training and education dedicated to creating higher education access to low income and first generation students, Austin, Texas.

- Criminal Justice Textbook Reviewer for Oxford University Press and Taylor & Francis
Peer Reviewed Journal Article Reviewer for Sage Publishing: Criminal Justice Review
Criminal Justice Advisory Board, University of the Incarnate Word, SATX
Criminal Justice Advisory Board, Our Lady of the Lake University, SATX
Pi Gamma Mu – International Honor Society in Social Sciences Sponsor
Alpha Phi Sigma – National Criminal Justice Honor Society Sponsor
- Member of the National CyberWatch Center
Member of International Association of Interviewers (IAI)

Bralie Hendon

- Hendon, Bralie & Bechere, Efrem & Witt, Travis & Kelly, Brendan & Mishra, Deepika & L. Auld, Dick. (2019). Genetic improvement of naked-tufted seed mutants in upland cotton (*Gossypium hirsutum* L.). *Euphytica*. 215. 10.1007/s10681-019-2400-y.
- Thompson, Corey & Hendon, Bralie & Mishra, Deepika & M. Rieff, Jacob & C. Lowery, Cindy & C. Lambert, Kimberly & Witt, Travis & J. Oswald, Steven & Bechere, Efrem & Wayne Smith, C & G. Cantrell, Roy & Kelly, Brendan & K. Imel-Vise, Robert & D. Chapman, Kent & K. Dowd, Michael & L. Auld, Dick. (2019). Cotton (*Gossypium hirsutum* L.) mutants with reduced levels of palmitic acid (C16:0) in seed lipids. *Euphytica*. 215. 10.1007/s10681-019-2423-4.
- Hendon, B.R. (2019) Academic Success of Minority Students in College. Proc. Lunch and Learn. University of the Southwest. October 2019.
- Continuing education: Medical Anatomy – University of Florida’s Medical School.

Daniel Kirkpatrick

- Completed 10 graduate hours in Higher Education Administration from North Park University.
- “Thriving Over Time: Sustaining Vocational Exploration Programs.” Co-Presentation with Dr. Cynthia Wells. Council of Independent Colleges, Network for Vocation in Undergraduate Education (NetVUE). March 21-23, 2019.
- “Salvation and Sovereignty, Yes; Resistible Monergistic Grace, No: A Response to Kenneth Keathley’s Molinist Notion of Overcoming Grace.” Evangelical Theological Society Annual Meeting of the Southwest Region, March 8-9, 2019.
- “Implementing Servant Leadership and Teamwork into Higher Education within Correctional Communities.” Geo Group and Lea County Correctional Facility, January 11, 2019.
- Chair of Professional Development Committee
- Strategic Planning Committee (CAS)
- Community Prayer Breakfast Committee Member, January 2015
- Honor Board Disciplinary Hearing Member
- Graduate Academic Program Review Committee

Susan Parker

- Eight Days of Hope-Houston, Texas-Volunteer for 8 days
- Operation Christmas Child - Co-leader for Bethel Baptist Church
- Older Children Sunday School Teacher - Bethel Baptist Church
- Children in Action-Leader
- Mission Friends-Co-leader
- Choir Member-Bethel Baptist Church
- Special Music- Bethel Baptist Church
- VBS-Missions' Teacher-Bethel Baptist Church
- Missions' Director-Bethel Baptist Church
- Baptist Children's Home Annual Gathering of Goods-Leader of Efforts for Bethel Baptist Church
- Baptist Children's Home Special Gifts-Leader of Efforts for Bethel Baptist Church
- Women's Bible Study-Co-teacher
- October 31-Safe Stops-Witnessing to people-Hobbs
- Assisted in Building and Grounds projects at Bethel Baptist Church
- Hospital Visitation-Bethel Baptist Church

Courtney Puryear

- Maddox Leadership Institute Graduate
- Student Teacher Emergenetics Program – Personalized learning for students thought preferences
- Mission Statement Committee
- Recruiting Committee
- Community Service
- Palmer Drug Abuse Program Drinking and Driving Campaign
- Habitat for Humanity and Palmer Drug abuse Program Magic Show

Richard Trout

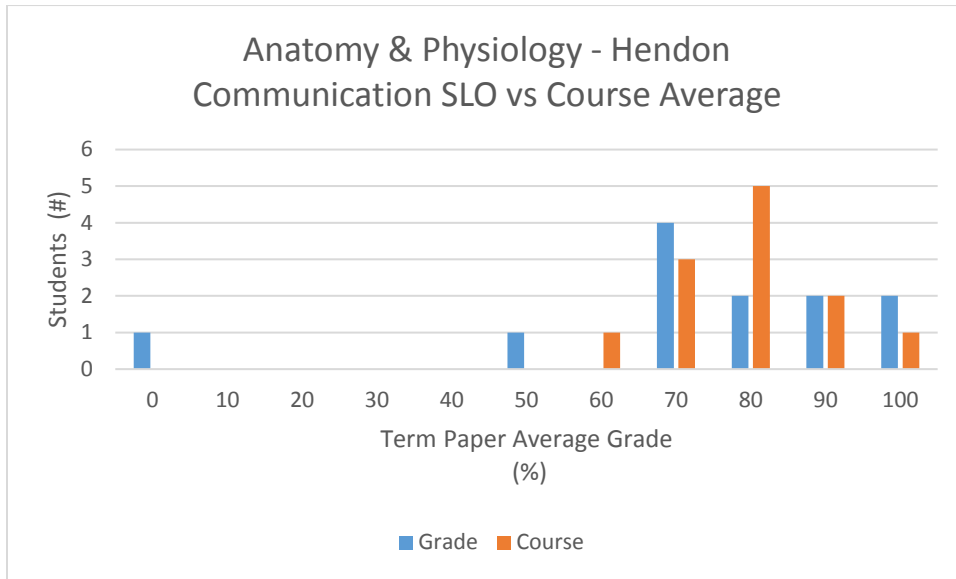
- Continued work on Doctor of Business Administration dissertation.

Yusheng Wu

- Institutional Review Board (a member and chair since summer 2019), Professional Development Committee, and Recruitment Committee.
- I organized a field trip to Wastewater Treatment Plant in Hobbs, NM. I continue to conduct the NSF research project called Fostering Retention in STEM at Hispanic Serving Institutions by collecting data and writing a report to the host university.
- I attended the New Mexico Research Symposium in Albuquerque NM October 2019.

VII. Assessment of Student Learning

Biology



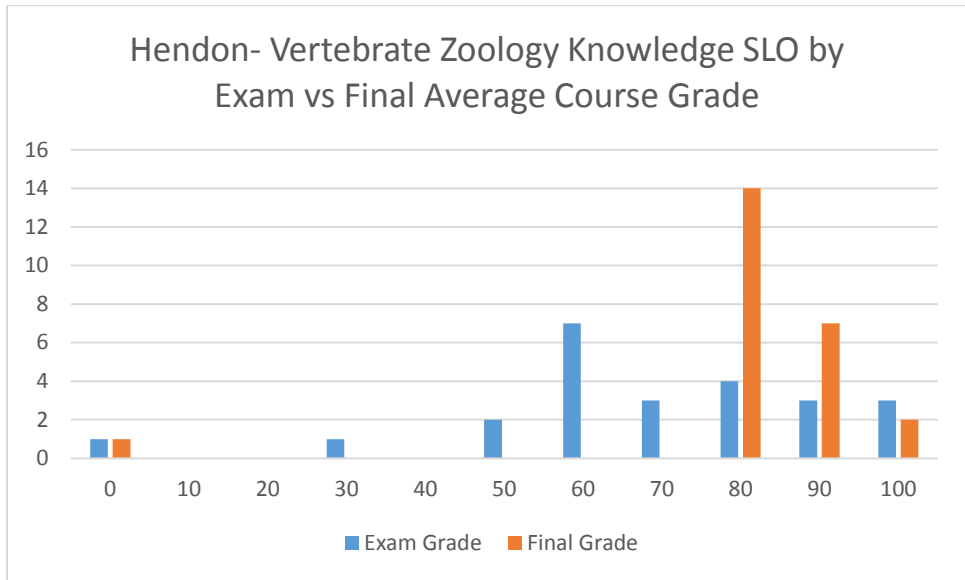
Anatomy and Physiology - Hendon Descriptive Statistics

Term Paper - Communication SLO

<i>Term Paper</i>		<i>Final Grade</i>	
Mean	69.33333	Mean	75
Standard Error	7.488712	Standard Error	2.573172
Median	72	Median	74
Mode	70	Mode	68
Standard Deviation	25.94166	Standard Deviation	8.913728
Sample Variance	672.9697	Sample Variance	79.45455
Kurtosis	4.498288	Kurtosis	0.089879
Skewness	-1.87948	Skewness	0.438991
Range	98	Range	32
Minimum	0	Minimum	60
Maximum	98	Maximum	92
Sum	832	Sum	900
Count	12	Count	12

For Anatomy & Physiology 1 taught by Dr. Hendon, a term paper was used to evaluate the written communication SLO. The average grade on the term paper was a 69% which was slightly lower than the 75% final course average. While we do not see a normalized distribution of graded papers for the assignment evaluated, the small n number of 12 students will skew the results and be too small of a

sample to produce expected normalized valuations. The average grade for the course does show a kurtosis value much closer to the expected value of 3 for a normalized distribution. This shows that in this course student grading is not being artificially inflated by the instructor and is at a proper rigor.

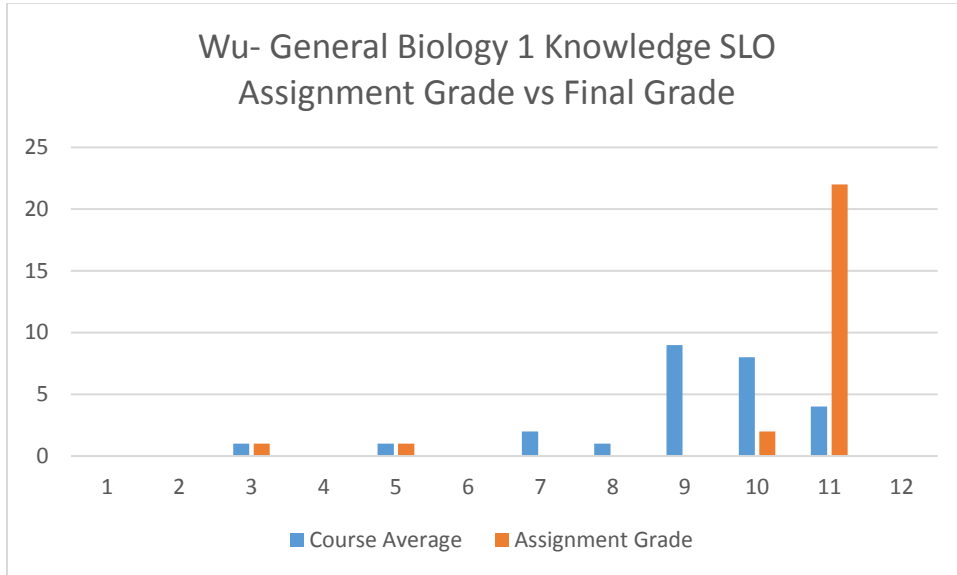


Hendon - Vertebrate Zoology Exam -SLO Knowledge

<i>Exam</i>		<i>Final Grade</i>	
Mean	65.70833	Mean	76.68421
Standard Error	4.749325	Standard Error	3.563893
Median	68.5	Median	78.8958
Mode	74	Mode	#N/A
Standard Deviation	23.26684	Standard Deviation	17.45944
Sample Variance	541.346	Sample Variance	304.8319
Kurtosis	1.66557	Kurtosis	17.66693
Skewness	-0.99036	Skewness	-3.92059
Range	99	Range	91.54315
Minimum	0	Minimum	0
Maximum	99	Maximum	91.54315
Sum	1577	Sum	1840.421
Count	24	Count	24

An SLO evaluation for Knowledge was performed looking at an exam in Vertebrate Zoology taught by Dr. Hendon. A mean exam score of a 66% was found out of 24 students. There was one student grade that was an outlier and received a 0% on the exam by not taking the test. This brought the mean exam score down slightly for the assignment measured for this metric and for the final course grade for the course. A very broad range in grades was seen for the exam and course average as seen in the table. This can be

attributed to a variety of test prep strategies as well as test anxiety in otherwise high performing students who did well in other measured metrics of this course. Final course grades in Vertebrate Zoology had a mean of 77% which is on track for upperclassmen who are used to college and the level of effort required to be a biology major.

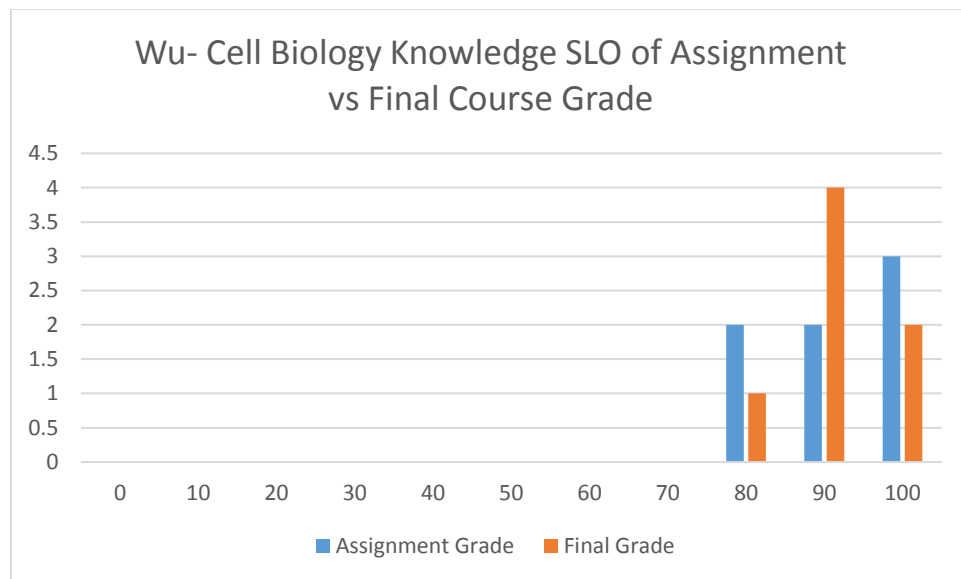


Wu General Biology I

<i>Assignment Grade</i>		<i>Final Grade</i>	
Mean	92.27811	Mean	75.73846
Standard Error	3.975272	Standard Error	3.558665
Median	99.5	Median	77.6
Mode	100	Mode	60
Standard Deviation	20.26999	Standard Deviation	18.1457
Sample Variance	410.8725	Sample Variance	329.2665
Kurtosis	10.39091	Kurtosis	4.396234
Skewness	-3.29327	Skewness	-1.86618
Range	85	Range	81
Minimum	15	Minimum	16
Maximum	100	Maximum	97
Sum	2399.231	Sum	1969.2
Count	26	Count	26

General Biology I taught by Dr. Wu used the average assignment grade to evaluate the SLO of Knowledge. Students had an average assignment grade of a 92% which is exceedingly high for this type of course but did have a mean final grade of a 76% showing a relatively normalized distribution. The

average assignment grade is possibly artificially inflated or unable to completely evaluate knowledge as there are other aspects of the course evaluating this metric such as exams. It would be interesting to evaluate a different metric to determine the relationship to the average grade in the course in the future.



Wu – Cell Biology -Assignment Average vs SLO Knowledge

<i>Assignment Grade</i>		<i>Final Grade</i>	
Mean	87.71429	Mean	86.64286
Standard Error	3.629996	Standard Error	2.37355
Median	87	Median	84.8
Mode	#N/A	Mode	#N/A
Standard Deviation	9.604067	Standard Deviation	6.279824
Sample Variance	92.2381	Sample Variance	39.43619
Kurtosis	-1.66407	Kurtosis	-0.91278
Skewness	-0.19003	Skewness	0.422778
Range	25	Range	17.4
Minimum	74	Minimum	78.3
Maximum	99	Maximum	95.7
Sum	614	Sum	606.5
Count	7	Count	7

In Cell Biology the assignment average was used to evaluate the SLO of knowledge. The mean assignment grade of 88% was much higher than expected for an upper level science course but was similar to the overall course average of an 87%. Neither metric provided a normalized distribution and that may be attributed to one of several things. An increase in rigor is likely needed in this course to

properly see the differences of the high performing students from those who are just ok or underperforming. A second possibility is that upper level students who have had Dr. Wu's courses multiple times are better prepared for the teaching style and therefore more successful than student in lower level courses. Likely, it is a combination of these two reasonings for the high overall scores.

Christian Studies Assessment Report

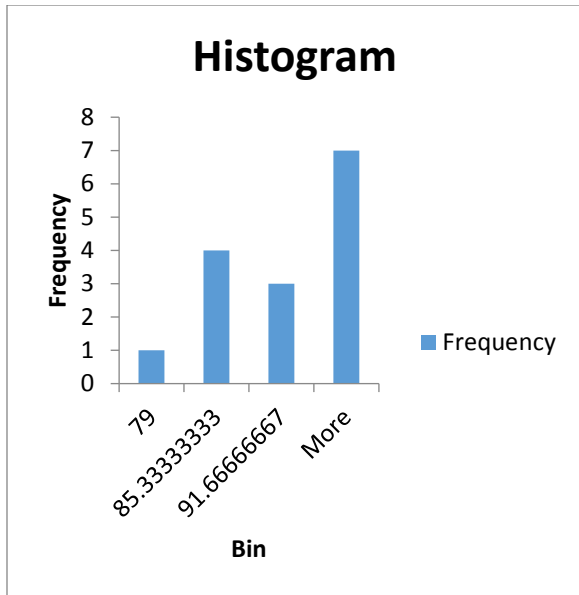
Overview:

Within the Christian Studies program, the university-wide student learning objectives were measured. Informed by the previous year's report, it was determined that more specific attention to each SLO was required. As such, this assessment breaks down each SLO in light of student performance. One major caveat to this data is that all students assessed were Christian Studies majors inside the Lea County Correctional Facility as there were no students (or not enough students) to gain assessment data on for on-campus Christian Studies majors. These students (which serve as the basis for assessment) are incarcerated men of various adult ages that may be described as non-traditional students (not straight from high school) who live in a very structured and disciplinary environment. While previous reports reflect high grades in these areas, such may not be indicative of grade inflation or lax grading policies but rather the work put into the subject matter by each of these students who do not share the same employment and social factors faced by many college students.

Knowledge:

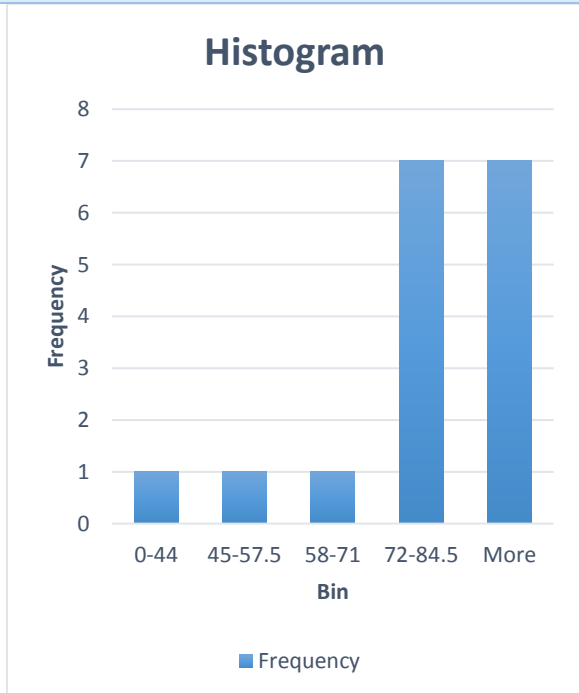
Semester	Course ID & Number	Course Title	Face or Online	Instructor	SLO	Assignment Type
Fall 2018 LCCF	REL 2403	Faith and Christian Ethics	F2F	Kirkpatrick	Knowledge	Final Exam

<i>Bin</i>	<i>Frequency</i>
0-44	1
45-57.5	1
58-71	1
72-84.5	7
More	7



<i>Assignment Grade/100</i>	
Mean	79.29411765
Standard Error	3.350553846
Median	81
Mode	81
Standard Deviation	13.81468741
Sample Variance	190.8455882
Kurtosis	1.577342392
Skewness	1.149887764
Range	54
Minimum	44
Maximum	98
Sum	1348
Count	17

Semester	Course ID & Number	Course Title	Face or Online	Instructor	SLO	Assignment Type
Spring 2019	REL 2503	Hermeneutics	F2F	Huddleston	Knowledge	Essay



<i>Assignment Grade/100</i>	
Mean	89.8
Standard Error	1.57116881
Median	90
Mode	95
Standard Deviation	6.085110634
Sample Variance	37.02857143
Kurtosis	1.030889478
Skewness	0.332797045
Range	19
Minimum	79
Maximum	98
Sum	1347
Count	15

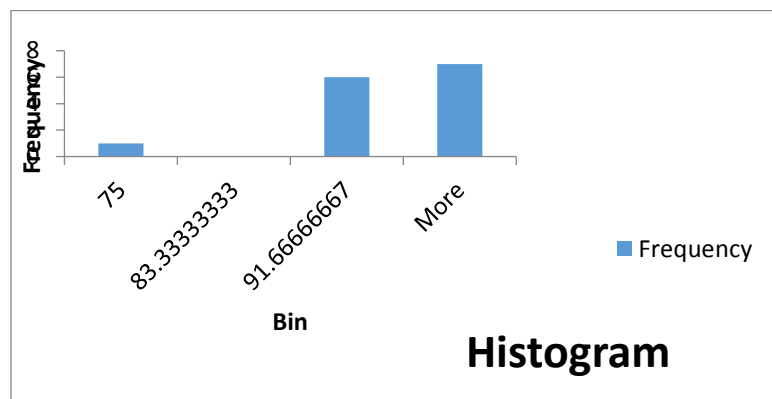
<i>Bin</i>	<i>Frequency</i>
0-79	1
80-85	4
86-91	3
More	7

Knowledge was assessed in two classes covering both academic terms. The first was with Faith and Christian Ethics utilizing the final exam. The descriptive statistics reflect a mean of 79% and median of 81%. Due to the relatively small class size and a few failing grades, the higher grades were naturally pulled down thereby reducing the mean to something more expected. Yet such reflects an overall high end of the scale for grading. Such could be contributed to the structured environment of the prison setting with such non-traditional students striving to make good grades. In the future, instructors may reconsider the use of notes upon the exam.

Dr. Huddleston also assessed knowledge through a different course in a different term. Grades, similarly, are right-skewed and noticeably high. For consideration is the use of rubrics to ensure consistency in grading.

Communication:

Semester	Course ID & Number	Course Title	Face or Online	Instructor	SLO	Assignment Type
Fall 2018 LCCF	REL 3313	Communicating the Gospel	F2F	Downs	Communication	Final Sermon



<i>Bin</i>	<i>Frequency</i>
75	1
83.33333	0
91.66667	6
More	7

<i>Assignment Grade/100</i>	
Mean	91.8
Standard Error	1.862410113
Median	90

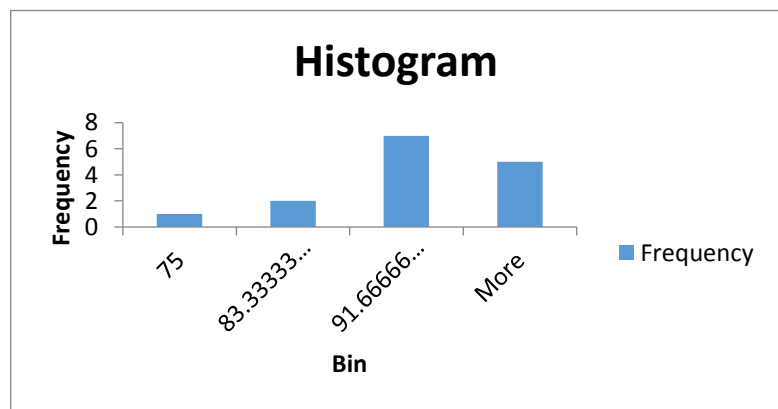
Mode	100
Standard Deviation	7.213083351
Sample Variance	52.02857143
Kurtosis	0.441105129
	-
Skewness	0.712387751
Range	25
Minimum	75
Maximum	100
Sum	1377
Count	15

Oral communication was measured through preaching a sermon in *Communicating the Gospel*. Students were measured both on content and oral quality. A relatively small sample size, the class showed unusually high scores. Moving forward, a rubric will be utilized to ensure consistency in grading.

Critical Thinking:

Semester	Course ID & Number	Course Title	Face or Online	Instructor	Student Learning Outcome 1	Assignment Type
Fall 2018 LCCF	REL 4113	Biblical Counseling	F2F	Kirkpatrick	Critical Thinking	Essay

Bin	Frequency
75	1
83.33333	2
91.66667	7
More	5



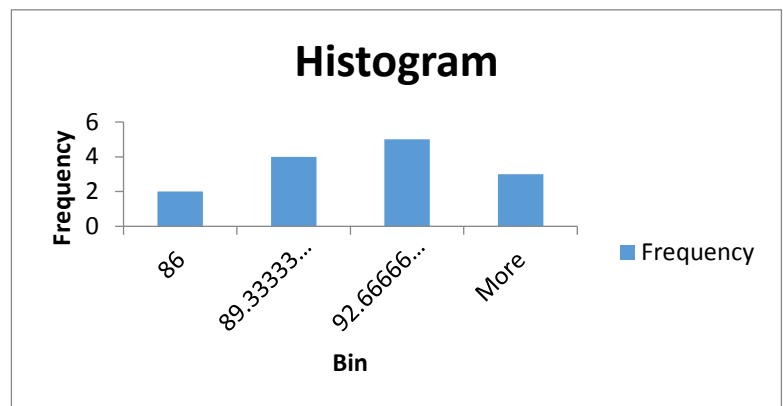
Assignment Grade/100

Mean	89
Standard Error	1.902379462
Median	90
Mode	90

Standard Deviation	7.367883976
Sample Variance	54.28571429
	-
Kurtosis	0.581717452
	-
Skewness	0.222543694
Range	25
Minimum	75
Maximum	100
Sum	1335
Count	15

Semester	Course ID & Number	Course Title	Face or Online	Instructor	Student Learning Outcome 1	Assignment Type
Spring 2019 LCCF	REL 4503	Advanced Historical Theological Research	F2F	Sumrud	Critical Thinking	Research Paper

Bin	Frequency
86	2
89.33333333	4
92.66666667	5
More	3



Assignment Grade/100

Mean	90.71428571
Standard Error	1.06093765
Median	89
Mode	89
Standard Deviation	3.969665195
Sample Variance	15.75824176
Kurtosis	0.439167148
Skewness	1.520597307
Range	10
Minimum	88
Maximum	98

Sum	1270
Count	14

Showing equal distribution, this assignment measured the students' ability to apply abstract concepts into practical scenarios. It reflects student learning in the area of critical thinking.

Academic and Professional Integrity:

This SLO is measured by the number of occurrences of academic dishonesty over the course year. There were two confirmed cases of copying that took place in REL 4113 on exam 1. To address this matter, a meeting was held of all prison students outlining the academic honesty policy once again. Students signed an acknowledgment form affirming their understanding of the policy. There were no confirmed cases of this occurrence in the Spring 2019 term.

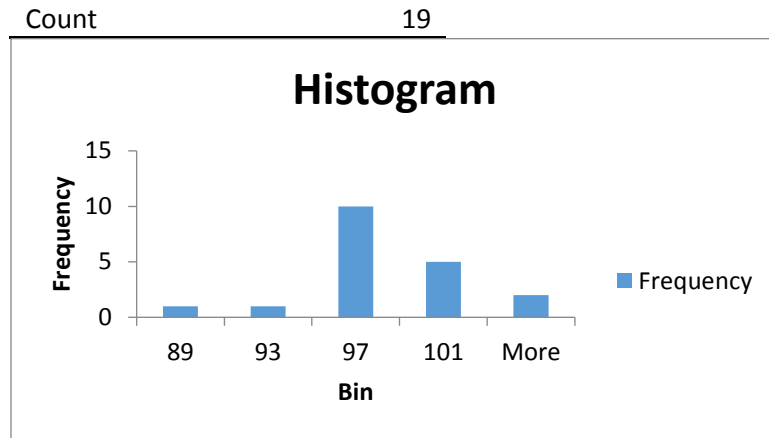
Conclusions and Goals:

The Christian Studies program lacks the students to do adequate assessment comparable to other programs. All students in this data are non-traditional, incarcerated students whose lives are very different than the traditional college student. Other institutions engaging in prison education confirm that their students perform on a much higher level than traditional, residential students. Additionally, with a lack of on-campus majors, online assessment is not possible. The Christian Studies program will move to have rubrics for all assignments (with priority given to assignments used for program assessment) for the next year.

Communications

Communication

<i>Assignment Grade/100</i>	
Mean	97.05263158
Standard Error	0.947368421
Median	96
Mode	96
Standard Deviation	4.12948321
Sample Variance	17.05263158
Kurtosis	0.223371131
Skewness	0.286155695
Range	16
Minimum	89
Maximum	105
Sum	1844



<i>Bin</i>	<i>Frequency</i>
89	1
93	1
97	10
101	5
More	2

This program shows unusually high scores for communication. While somewhat justifiable given that the course is a course on communication, the assignment used for evaluation was the final exam. Moving forward, this program should consider if an exam is the best way to measure communication and, if so, such should be taken without notes and graded by a standard rubric.

Knowledge

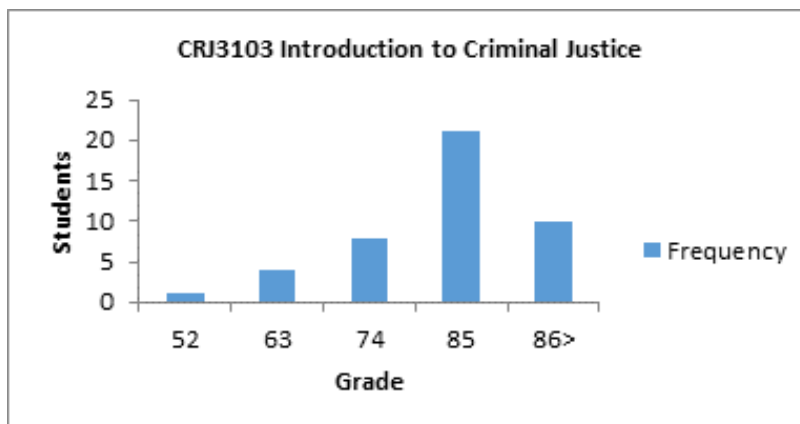
<i>Assignment Grade/50</i>	
Mean	27.36842105
Standard Error	5.177668268
Median	40
Mode	0
Standard Deviation	22.56893274
Sample Variance	509.3567251
Kurtosis	-1.888804687
Skewness	-0.347150127
Range	50
Minimum	0
Maximum	50
Sum	520
Count	19

Sufficient data could not be gathered on this SLO given that 7/19 students received a zero on the assignment. Utilization of a reflection paper seems appropriate; however, with so few students turning in the paper it fails to be an efficient measurement tool. Moving forward, the faculty member will ensure that students complete the paper on time.

As this program is a new program, not enough students enrolled in classes that could adequately measure other SLOs. As more students fill the program, additional evaluation will occur.

Criminal Justice

CRJ3103-Introduction to Criminal Justice-Carmenaty			
Synthesis Paper – Communications & Knowledge SLO			
<i>Synthesis Paper</i>		<i>Final Grade</i>	
Mean	75.80952	Mean	81.2381
Standard Error	2.110765	Standard Error	2.538189
Median	76	Median	82
Mode	76	Mode	82
Standard Deviation	9.67274	Standard Deviation	11.63144
Sample Variance	93.5619	Sample Variance	135.2905
Kurtosis	-1.04791	Kurtosis	1.225231
Skewness	-0.19654	Skewness	-1.16003
Range	32	Range	44
Minimum	60	Minimum	52
Maximum	92	Maximum	96
Sum	1592	Sum	1706
Count	21	Count	21



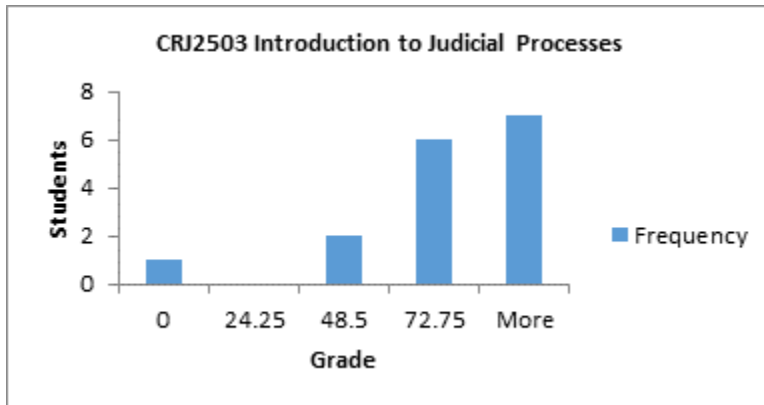
Introduction to Criminal Justice has been one of the few courses that serve to accommodate both criminal justice majors, as a core course, and as an elective for non-majors. Consequently, the level of engagement and performance outcome can sometimes be tricky, depending on the student’s motivation. Several other unpredictable factors added to the menacing dilemma.

While traditionally, this course has been offered as a primary lower-level core course, the 2017 Criminal Justice degree plan did not allow for the customary progression. Subsequently, the student ratio ranged

between freshman and seniors for those registered for the course that failed to follow the conventional numbering sequence. Fortunately, this course was delivered face to face and served as the academic rigor barometer for other criminal justice courses. As demonstrated by the skew reflected in the Histogram, the skew helps to explain several areas:

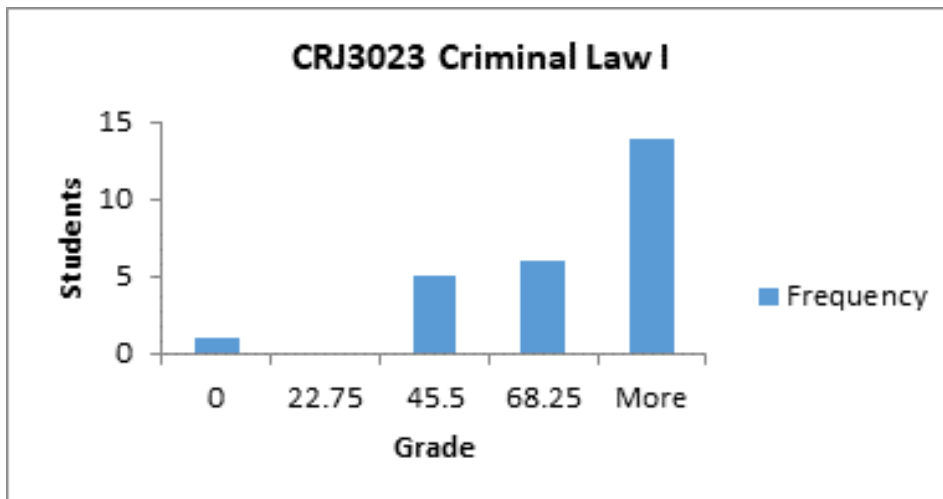
1. Since undergraduate class standing failed to serve as an accurate predictor for academic performance within the course or discipline, it was necessary to implement a very rigid structure that placed the highest-burden on students in ensuring that every assigned task be met within shorter timelines.
2. As a result of suspected grade inflation reported within the 2016-2017 program year, academic rigor was gradually increased, and consistent grading rubrics were implemented.
3. Since most Criminal Justice majors were unaccustomed to the increased demands and expectations, the course content was distributed in a manner that served as a leveling mechanism. The course content leveling enabled students to tap into a variety of soft and hard skills, subsequently allowing students to leverage a variety of capacities to complete the tasks. For example, students that struggled with their writing skills had the opportunity to offset the limitation by providing a high level of analysis oral case.

CRJ2503 Introduction to Judicial Process - Adepoju			
Analysis Paper - Critical Thinking SLO			
<i>Written Assignment</i>		<i>Final Grade</i>	
Mean	69.71428571	Mean	75.59183673
Standard Error	3.068381656	Standard Error	9.113602675
Median	71	Median	73
Mode	#N/A	Mode	96
Standard Deviation	8.118174789	Standard Deviation	24.11232623
Sample Variance	65.9047619	Sample Variance	581.404276
Kurtosis	-0.589666795	Kurtosis	1.346063874
Skewness	-0.585658709	Skewness	-1.147518058
Range	23	Range	67
Minimum	57	Minimum	30
Maximum	80	Maximum	97
Sum	488	Sum	529.1428571
Count	7	Count	7



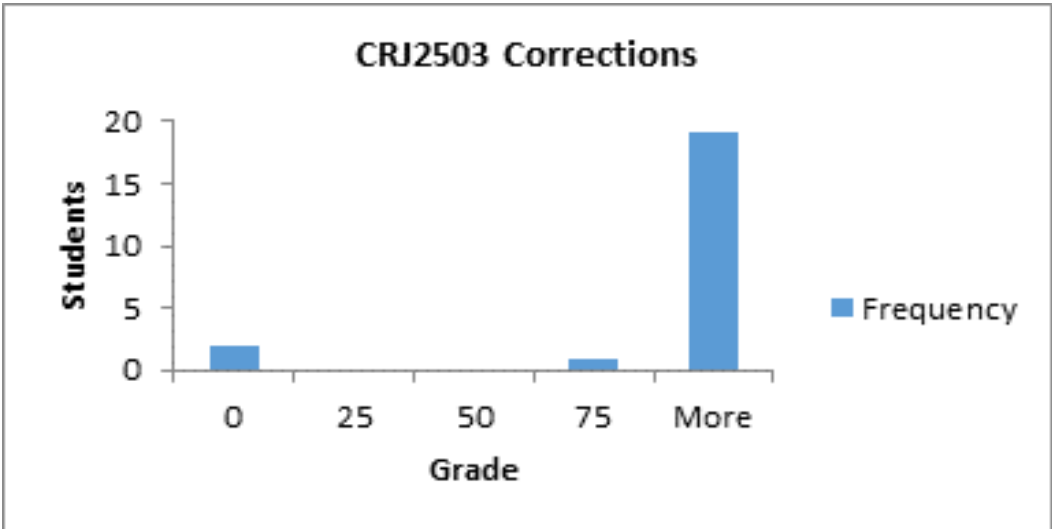
Introduction to Judicial Process was offered through an online format to seven students. As demonstrated by the Histogram, the variance is indicative of several factors:

1. While the adjunct instructor had been teaching online for an extended period of time, it was discovered that the assigned instructor had not received formal training on the use of the learning management system. Shortly thereafter, the instructor did receive formal training on the learning management system and was equipped with a department manual. Upon receiving the appropriate training and expectations, the instructors teaching style delivery may have had a direct impact on the outcomes.
2. As a result of suspected grade inflation reported within the 2016-2017 program year, academic rigor was gradually increased, and consistent grading rubrics were implemented.
3. Another factor that may have affected overall academic performance is the fact that while distance learning offers a greater amount of flexibility for the busy student, the downside is that each task had clear deadlines that were strictly enforced. Since many students were not accustomed to the rigor, the amount of discipline required to succeed in the online course, and rigorous grading guidelines many students may have misjudged their available capacities.



CRJ3023 Criminal Law 1 - Carmenaty			
Examination - Knowledge			
Examination		Final Grade	
Mean	53.56944444	Mean	78.13888889
Standard Error	7.705830424	Standard Error	3.102474936
Median	47	Median	78
Mode	#N/A	Mode	89
Standard Deviation	26.69377962	Standard Deviation	10.74728844
Sample Variance	712.5578704	Sample Variance	115.5042088
Kurtosis	-0.089481182	Kurtosis	-0.067730489
Skewness	-0.216533742	Skewness	-0.784665913
Range	90.5	Range	33
Minimum	0	Minimum	58
Maximum	90.5	Maximum	91
Sum	642.8333333	Sum	937.6666667
Count	12	Count	12

Generally, this course has been offered as an upper-level specialty elective for students that have gained the knowledge incrementally, mastered analytic skills, and developed the necessary vernacular. However, since the 2017 Criminal Justice degree plan did not forecast the necessary progression many of the students were ill prepared for the increased program expectation, academic rigor, and structured grading practices. The Histogram skew is an indication of the increased rigor across the criminal justice platform, the increased demands, and expectations.

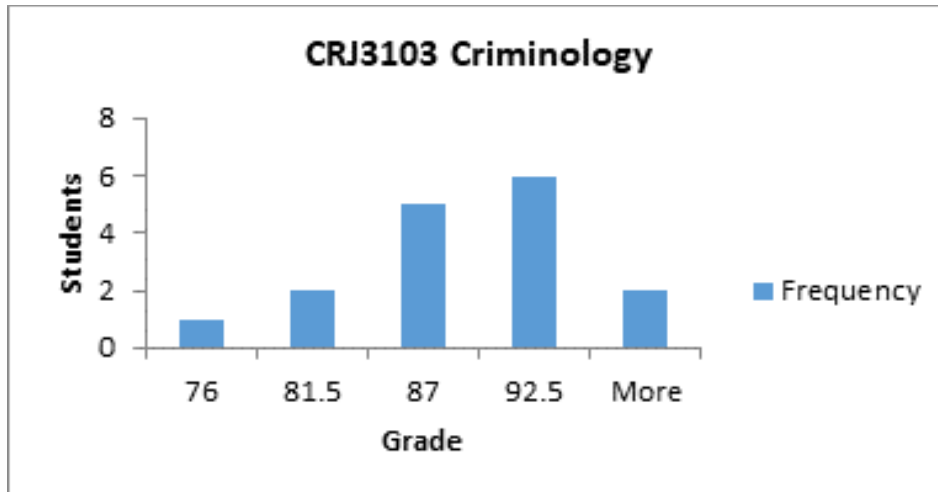


CRJ2503 Corrections - Carmenaty			
Presentation - Communication & Knowledge SLO			
<i>Presentation</i>		<i>Final Grade</i>	
Mean	75.582	Mean	87.09
Standard Error	12.78962998	Standard Error	2.410460998
Median	96	Median	86.45
Mode	100	Mode	86
Standard Deviation	40.44436118	Standard Deviation	7.622546964
Sample Variance	1635.746351	Sample Variance	58.10322222
Kurtosis	1.124316375	Kurtosis	0.440879452
Skewness	-1.656567629	Skewness	0.258965863
Range	100	Range	26
Minimum	0	Minimum	74
Maximum	100	Maximum	100
Sum	755.82	Sum	870.9
Count	10	Count	10

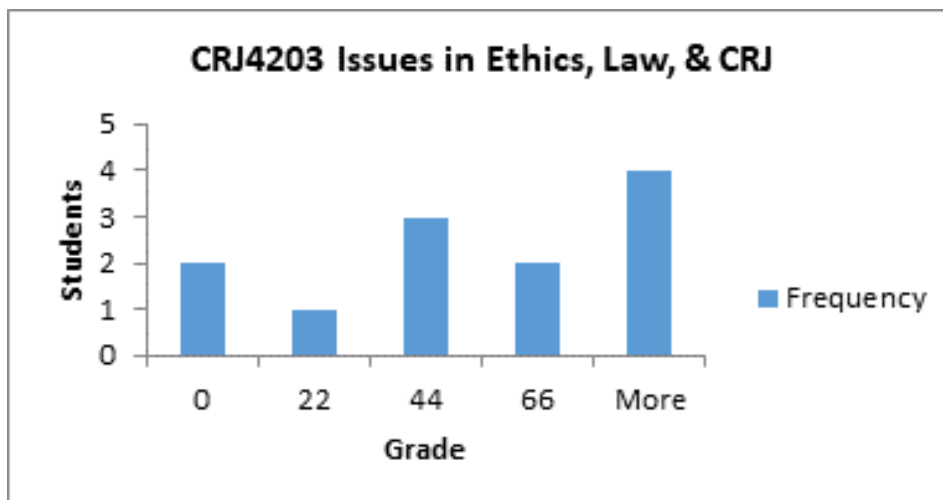
Since most Criminal Justice majors were unaccustomed to the increased demands and expectations, the course content was distributed in a manner that served as a leveling mechanism. The course content leveling enabled students to tap into a variety of soft and hard skills, subsequently allowing students to leverage a variety of capacities to complete the tasks. For example, students that struggled with their writing skills had the opportunity to offset the limitation by providing a high level of analysis oral case.

CRJ3103 Criminology - Carmenaty			
Written Assignment - Critical Thinking & Communication SLO			
<i>Written Assignment</i>		<i>Final Grade</i>	
Mean	88.53061224	Mean	84.20408163
Standard Error	2.415071378	Standard Error	1.565187713
Median	89.71428571	Median	84
Mode	92	Mode	#N/A
Standard Deviation	6.389678266	Standard Deviation	4.141097445
Sample Variance	40.82798834	Sample Variance	17.14868805
Kurtosis	2.466680438	Kurtosis	-1.106762036
Skewness	-1.325486648	Skewness	0.289222263
Range	20	Range	11
Minimum	76	Minimum	79

Maximum	96	Maximum	90
Sum	619.7142857	Sum	589.4285714
Count	7	Count	7



This course was offered face to face in the Spring of 2019, as an upper-level course. The course delivery was reflective of the benefits of increased rigor, higher structural demands, and increased expectations from the students' performance and attendance. While this Histogram is not absolute, this is representative of students that are accepting more responsibility and accountability for their academic performance.



CRJ4203 Issues in Ethics, Law, & CRJ			
Examination - Knowledge SLO			
<i>Examination</i>		<i>Final Grade</i>	
Mean	33.28	Mean	41.2
Standard Error	14.2757977	Standard Error	10.32182154
Median	42.4	Median	40
Mode	0	Mode	#N/A
Standard Deviation	31.92165409	Standard Deviation	23.08029463
Sample Variance	1018.992	Sample Variance	532.7
Kurtosis	-2.627658474	Kurtosis	1.333575243
Skewness	-0.186421174	Skewness	-0.23646442
Range	70	Range	64
Minimum	0	Minimum	8
Maximum	70	Maximum	72
Sum	166.4	Sum	206
Count	5	Count	5

CRJ4203 Issues in Ethics, Law & CRJ was offered during the Spring of 2019 in an online format during the “B” session. As demonstrated by 41.2 Standard Mean, it has become quite apparent that students enrolled in 8-week online course’s lack time-management and organization skills that could possibly help them succeed in the course. In fact, the online course format has had an adverse impact on the student’s academic performance outcome in most mid and upper level courses. In an attempt to address the student and faculty concerns, the criminal justice department is weighing a variety of teaching platforms to include offering hybrid courses and explore other learning management resources.

Overall Criminology and Criminal Justice Program Assessment & Goals:

Grade inflation is common across disciplines and even universities, however in order to minimize the propensity for arbitrary grading, the department of criminology and criminal justice has implemented a Professional Development requirement that includes:

- ✓ use of Master Syllabus templates that requiring a 1,000 maximum point systems,
- ✓ alignment of CLO & SLO to specific outputs and deliverables, as they relate to the course level.
- ✓ Blooms Taxonomy alignment to outputs & deliverables, to ensure that we are assessing what we say we are assessing.

- ✓ Trained on the use of master grading rubric's customized for each type of assigned and deployed within Blackboard
- ✓ Trained on the use of course rubric's that align course content and tools for the purpose of meeting the HLC expectations.

The 2017 Criminal Justice failed to meet the expected HLC criterion for a number of reasons. The first observation was in direct relation to the approved degree plan that failed to follow the protocol for successful program progression the numbering sequencing that was limited to a degree plan that required all upper level courses, failing to consider the foundational needs and preparation required. Since this time, the Criminology & Criminal Justice department has redesigned the program and degree plan by ensuring that the curriculum consistency and student learning are measurable with breadth and balance.

Delivery style has been a challenge since the Criminology & Criminal Justice department currently only has one face to face instructor, however the number of courses online are less than those offered face to face. In consideration of subject matter and academic standing, the department is in the process of implementing changes in the online course offerings. Consequently, in the near future, the courses offered online will be limited to upper level courses and will be offered in a hybrid format to facilitate the students progression.

Fostering the Future Public Servants through Co-Curricular

As University of the Southwest fosters the growth and caliber of future public servants within the field of Criminology and Criminal Justice, the department is dedicated to aligning course objectives with the student's capacity to evaluate and apply theory and practice directly to the professional field. Among the various activities that have been identified to accomplish the students capacity to formulate and apply a greater understanding about the professional field, theory, and practice; students will be afforded an opportunity to learn from the professionals themselves outside of the classroom setting. The co-curriculum activity will be offered to each criminology and criminal justice major/minor in the form of workshops, seminars, criminal justice roundtables, and career informational luncheons at least once per 16-week traditional semester. The personal interaction with the government, non-profit, or for-profit organizational representative has multiple benefits since this opportunity facilitates higher levels of understanding of the career field, while creating networking opportunities for employment, advocacy, and volunteerism.

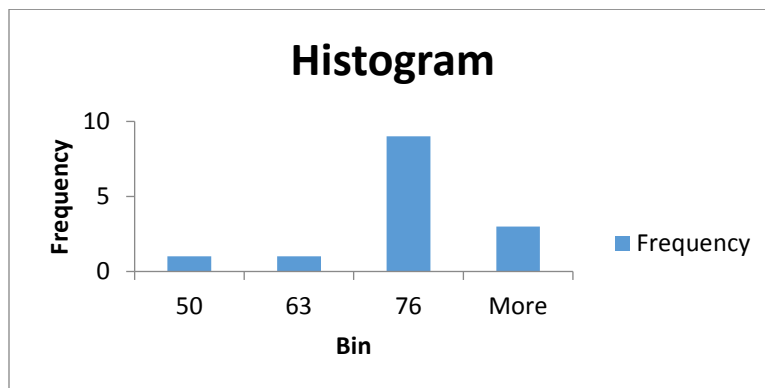
Each Co-Curriculum event will be assessed through in-class oral trend reporting exercise and written appraisals collected during and after each event and will be ranked according to the grading rubric designed to assess the acquired knowledge.

History

Descriptive Statistics for Aggregate of Exams measuring Knowledge in Western Civilization to 1715

Six students missed an exam and did not choose to make it up and so are not included in the analysis.

<i>Assignment Grade/100</i>	
Mean	69.57143
Standard Error	2.76102
Median	69.5
Mode	64
Standard Deviation	10.33079
Sample Variance	106.7253
Kurtosis	0.434866
Skewness	0.215124
Range	39
Minimum	50
Maximum	89
Sum	974
Count	14



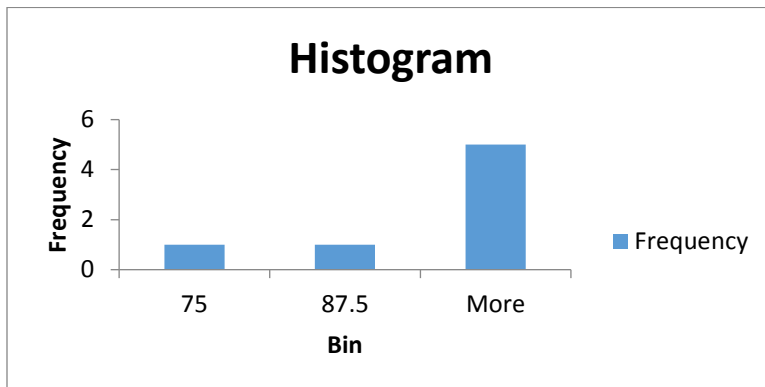
Obviously on knowledge, in this sample, we see that the majority of the students are in the middle range. As far as it goes, this is a good sign. It is troubling that some students scored so low. More needs to be done to raise the level of knowledge. I hope we can make 76 the low rather than 50, to this end more will be done to engage the students with original source materials.

Descriptive Statistics for History of Christianity to 1517 Online Critical Thinking

Document Analysis Assignment on Tacitus account of Rome's Great Fire and subsequent persecution of Christians by the Emperor Nero and on Pliny the Younger's exchange of letters regarding Christian persecution with the Emperor Trajan

Four students did not do this important assignment and so are excluded from the analysis.

<i>Column1</i>	
Mean	91
Standard Error	4.180453
Median	94
Mode	100
Standard Deviation	11.06044
Sample Variance	122.3333
Kurtosis	-1.16143
Skewness	-0.90639
Range	25
Minimum	75
Maximum	100
Sum	637
Count	7

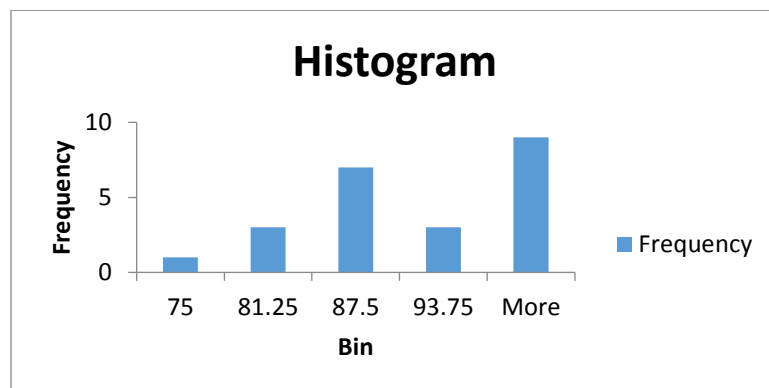


This particular exercise shows that there is a problem with how the program has been measuring critical thinking. It will be necessary to redesign the rubric for measuring these assignments in the coming year to provide a more accurate and stringent measure. The rubric for grading these kinds of assignments will be revisited this next semester.

Descriptive Statistics for American History to 1876 Communications Essay

Six students chose not to do the assignment and are not included in the analysis.

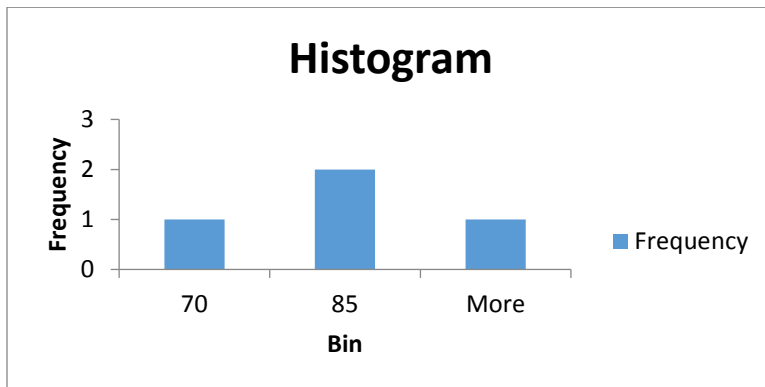
<i>Column1</i>	
Mean	88.82609
Standard Error	1.539535
Median	88
Mode	85
Standard Deviation	7.383348
Sample Variance	54.51383
Kurtosis	-1.02486
Skewness	-0.15389
Range	25
Minimum	75
Maximum	100
Sum	2043
Count	23



Interaction with others is important and making that interaction substantive rather than just social is a worthy goal. Again, I suspect a need to redesign either the rubric or the assignment to better challenge the students in this area and so get a more accurate measure of their communication skills. Perhaps more attention needs to be paid to grammar, with a more stringent assessment of the use of logic in their communication. This will be explored in the next semester.

Descriptive Statistics for American History from 1877 Online Document Analysis of President McKinley's inaugural address.

Mean	81.25
Standard Error	6.872347973
Median	77.5
Mode	#N/A
Standard Deviation	13.74469595
Sample Variance	188.9166667
Kurtosis	0.224349321
Skewness	1.125027956
Range	30
Minimum	70
Maximum	100
Sum	325
Count	4

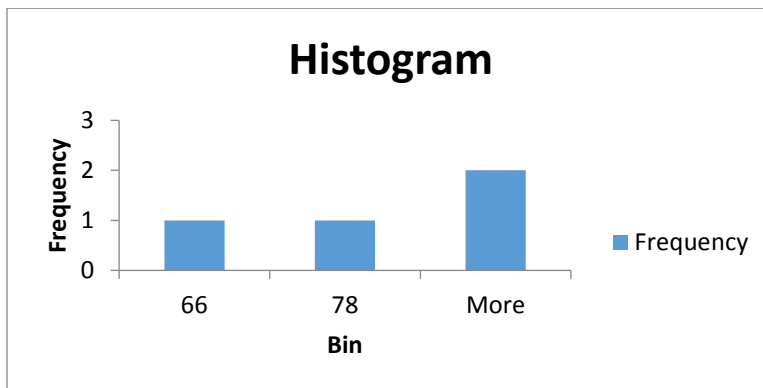


Document Analysis is an important skill in historical studies and one that develops critical thinking skills. While the graph seems balanced it is a bit on the high side with regard to the mean, although this is such a small sample that this may be the actual problem. I believe there is a need to apply more stringently the measures in the rubric for this critical thinking exercise, as in the other critical thinking exercises discussed above.

Descriptive Statistics for World History Knowledge Final Exam

49

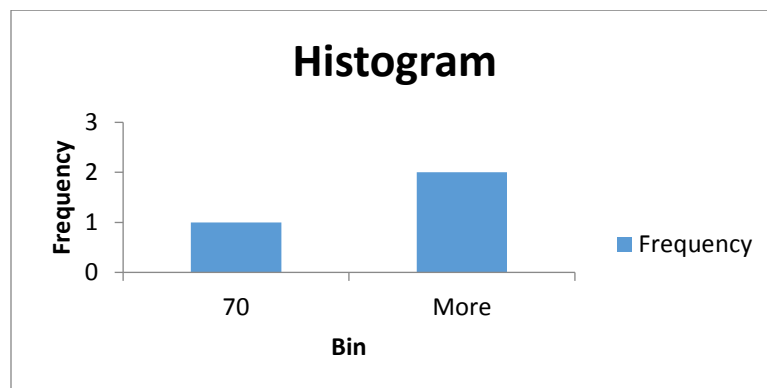
Mean	77.25
Standard Error	5.121441854
Median	76.5
Mode	#N/A
Standard Deviation	10.24288371
Sample Variance	104.9166667
Kurtosis	-0.530645437
Skewness	0.367794434
Range	24
Minimum	66
Maximum	90
Sum	309
Count	4



While the mean appears to be about right on this measure of knowledge, it appears that the exam needs to be a bit more difficult. This is always a difficult balance. Making an exam challenging without making it beyond the reach entirely of some students can be a problem and could also present a false picture of true student achievement or class effectiveness. The final exam in courses like this needs to be reassessed as a measure of learning.

Descriptive Statistics for History of Christianity Communication Class Discussion

	87
Mean	81.33333333
Standard Error	5.783117191
Median	85
Mode	#N/A
Standard Deviation	10.0166528
Sample Variance	100.3333333
Kurtosis	#DIV/0!
Skewness	-1.426528086
Range	19
Minimum	70
Maximum	89
Sum	244
Count	3



As a measure of communication skill in the program, the problem with this assessment is that the sample is vanishingly small. This makes it hard to make a proper assessment. While a mean of about 81 seems a bit high, the problem of sample size may indicate that unlike one of the measures above this one, predetermined to have been used in this semester, should perhaps have not been the course for measuring this.

Conclusions and Goals: In some of the upper division courses it is difficult to always have a large enough sample group to ensure the statistics are a true measure. In the ones where this can be measured and based in part as well on the smaller samplings, it appears that while the measures of knowledge seem to be fairly good in the program there is room for improvement. With regard to critical thinking, it appears

there is some need for a redesign of the rubric and in some cases, perhaps, the assignments. These will be addressed in the coming year. In the area of communication, it seems the program has its greatest need of a redesign of the rubric and perhaps even assignments. This will be addressed in the coming year.

Psychology

Overview:

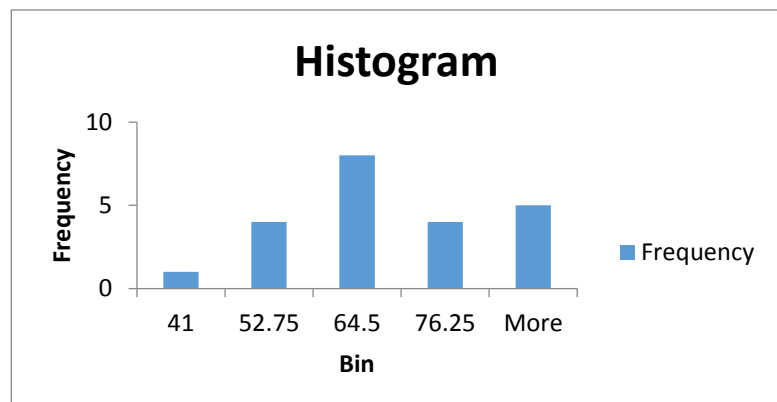
The Psychology program saw revisions to the degree plan in the 19-20 academic year. New classes were formed conforming to industry standards. Assessment data as reported below shows inconsistency in grading between professors. Moving forward, the psychology program needs to become more consistent in grading criterion for lead and affiliate faculty.

Knowledge:

Knowledge of psychology was assessed in the Fall 2018 term through PSY 1103 General Psychology and PSY 4103 Personality in Spring 2019. Both classes showed unusually low scores amongst students. The low grades for PSY 1103 may be due to the fact it is a freshman level class taught in the fall. Many of the students reported below are first-semester freshmen or new to USW. These students tend to perform lower. Additionally, this class is for non-majors. It is difficult to ascertain the strengths of a program (not just professor) by a class of non-majors.

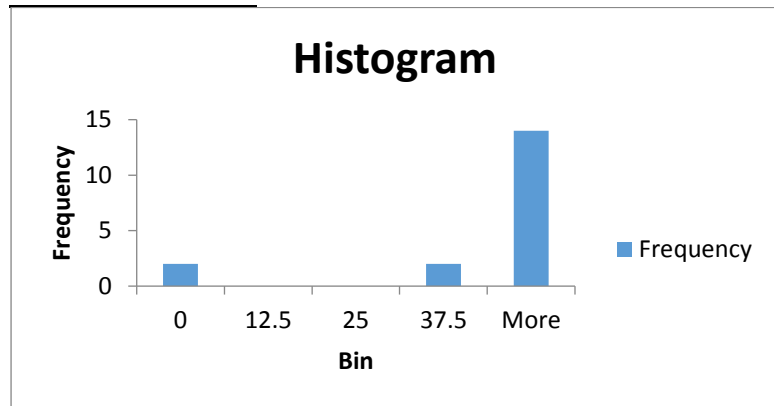
<i>Assignment Grade/100</i>		PSY 1103 - Knowledge
Mean	63.15909091	
Standard Error	2.932573144	
Median	61.25	
Mode	66	
Standard Deviation	13.75498729	
Sample Variance	189.1996753	
Kurtosis	-0.810971474	
Skewness	0.391759104	
Range	47	
Minimum	41	
Maximum	88	
Sum	1389.5	
Count	22	

<i>Bin</i>	<i>Frequency</i>
41	1
52.75	4
64.5	8
76.25	4
More	5



Students performed below average on this midterm exam. It is suggested that faculty use a study guide to aid in student preparation.

<i>Assignment Grade/100</i>		<i>Bin</i>	<i>Frequency</i>
		0	2
Mean	37.72222222	12.5	0
Standard Error	3.471457432	25	0
Median	43	37.5	2
Mode	46	More	14
Standard Deviation	14.72814655		
Sample Variance	216.9183007		
Kurtosis	3.745559901		
	-		
Skewness	2.079820807		
Range	50		
Minimum	0		
Maximum	50		
Sum	679		
Count	18		



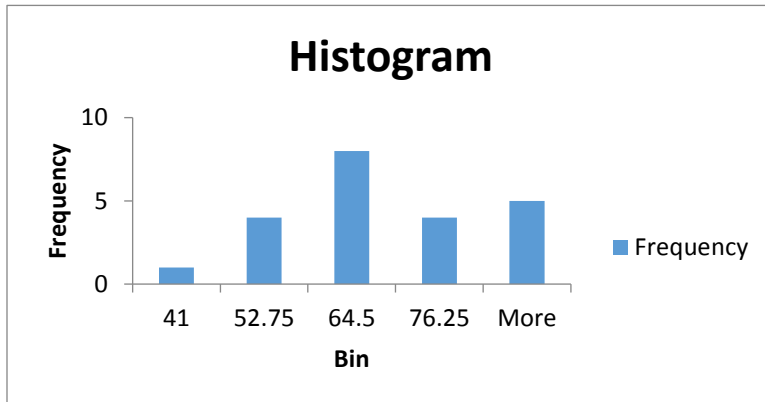
This Case Study assignment, worth 100 points, reflected poor academic performance. Comparative analysis amongst other instructors shows this course instructor to grade more harshly than her peers. Moving forward, students will be evaluated based upon a standard rubric.

Critical Thinking

<i>Assignment Grade/100</i>	
Mean	63.15909091
Standard Error	2.932573144
Median	61.25
Mode	66
Standard Deviation	13.75498729
Sample Variance	189.1996753
	-
Kurtosis	0.810971474
Skewness	0.391759104

Range	47		
Minimum	41		
Maximum	88		
Sum	1389.5		
Count	22		

<i>Bin</i>	<i>Frequency</i>
41	1
52.75	4
64.5	8
76.25	4
More	5

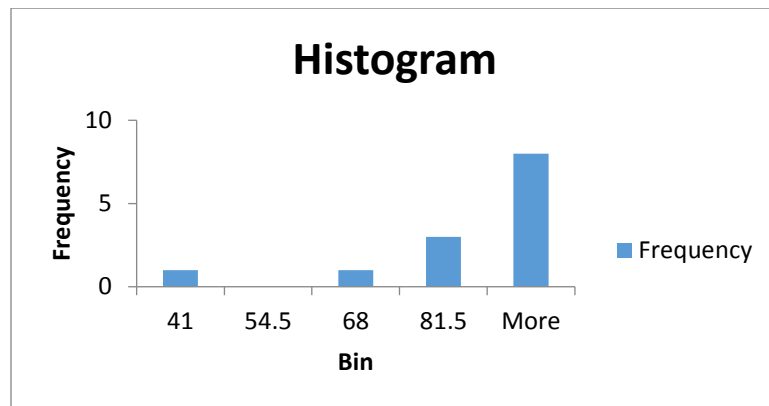


This 100-point midterm exam reflected lower than average performance in critical thinking. It is recommended that course instructors spend more time covering content on this matter in preparation for the midterm exam.

Communication

<i>Assignment Grade/100</i>	
Mean	80
Standard Error	4.090326299
Median	83
Mode	95
Standard Deviation	14.7478812
Sample Variance	217.5
Kurtosis	3.304076772
	-
Skewness	1.616511895
Range	54
Minimum	41
Maximum	95
Sum	1040
Count	13

Bin	Frequency
41	1
54.5	0
68	1
81.5	3
More	8



This “Change My Mind” paper reflected average performance by students on communication. Students were graded by standard rubric and communicated one’s stance on an issue defensively. This paper shows appropriate grading balance matched with strong student performance.

Clinical Mental Health Counseling

As a new graduate program within CAS, specific program learning objectives had to be defined in order to begin the process of evaluation. To that end, the CMHC faculty composed the following which will be used as basis for assessment during the 2019-2020 academic year.

I. Clinical Mental Health Counseling

A. Mission Statement: The faculty of the Clinical Mental Health Counseling (CMHC) graduate program at University of the Southwest (USW) is committed to the education and training of professional, competent mental health counselors who are dedicated to the ideals of servant leadership, diversity, and social justice.

B. Program Goals:

1. Integrate 2016 CACREP Standards and realign curriculum and program mission, vision, and student learning outcomes by January 2019.
2. Develop a strategic and comprehensive evaluation plan to fulfill Section 4 of the 2016 CACREP Standards.
3. Update the Student Handbook, including addition of policies for privacy, confidentiality, and grievances, to align with 2016 CACREP Standards Section 1, Items I, M. and N. Hire

a third full-time core program faculty member to add diversity of expertise and experience in accordance with 2016 CACREP Standards Section 1, Items Q and R.

4. Develop evaluation resources for CMHC faculty to assess CMHC students' knowledge, skills, and clinical judgment throughout students' program.
5. Complete the CACREP Self-Study by March 2019 for submission to the Council. The program learning objectives (PLOs) and student learning outcomes (SLOs) were developed in line with CACREP Standards Section 2 and USW values.
6. Complete a comprehensive review of assessment data each year, demonstrating student achievement of competency in the eight core areas outlined in the 2016 CACREP Standards as captured in PLOs and SLOs. Assessment strategies include grade comparisons across courses, assignments, faculty comparisons, graduation rates, practicum/internship surveys, and alumni

C. Learning Objectives

1. ***Knowledge base in psychology:*** Describe key concepts, principles, and overarching themes in psychology, as well as working knowledge of psychology's content domains.
2. ***Scientific inquiry and critical thinking:*** Use scientific reasoning to interpret psychological phenomena, to engage in innovative and integrative thinking and problem solving; and, to incorporate socio-cultural factors in scientific inquiry, interpretation, design, and research.
3. ***Ethical and social responsibility:*** Apply ethical standards to evaluate psychological science and practice, and adopt values to build community at multiple social levels.
4. ***Communication:*** Demonstrate effective writing and presentation skills to interact well with others.
5. ***Professional development:*** Exhibit self-efficacy and self-regulation, and define a meaningful professional direction following graduation.

XII. Conclusions of Assessment: Identified Needs for Improvement

This annual report marks the first time program coordinators developed their program specific reports. Significant training went into this endeavor, and program coordinators are learning the essentials of program assessment. Moving forward, we will continue to provide consistency in program evaluations.

Each program evaluated itself based upon student learning outcomes. Particularly in the field of psychology, there is evidence of too strict of grading while in communications there is evidence of grade inflation. Student learning, however, should not be measured subjectively. Moving forward, CAS will work on ensuring more rubrics are used on assignments to decrease subjectivity.

While the measurement of student learning is important, faculty were asked to identify over the course of this academic year their program learning outcomes. These will be identified in the 2019-2020 annual report and will be evaluated during the 2020-2021 academic year.

Additionally, co-curricular activities are noticeably absent for each program. Recognizing the value of supplementing student learning with opportunities outside the classroom, faculty, moving forward, will identify program specific co-curricular activities.

CAS has developed a well-qualified faculty capable of fostering student learning. Students demonstrate progress in Communication, Critical Thinking, and Knowledge. Development of co-curricular activities will help serve as a basis for evaluating Servant Leadership. There also needs to be a system in place to measure Academic & Professional Integrity which will be implemented during the 2019-2020 academic year.

IX. Course Coverage

Course development utilizes an optimum average class size of 17 students per course to measure the academic credit productivity of all CAS faculty. Full-time faculty are contracted to teach 24 credit hours throughout the academic year (typically 12 credits in fall and 12 in spring); any courses beyond this requirement are considered overloaded courses. Adjunct faculty are contracted to teach on an as-needed basis, determined by the course needs of the student body. Adjuncts are paid per course, and are neither guaranteed courses nor expected to teach.

Course development and offerings in CAS are determined based on multiple priorities. While CAS maintains a course rotation for all majors housed within the College, CAS is also responsible for providing necessary core courses (and oftentimes unique, single-class offerings) for students from one of the other two colleges at USW. This two-pronged approach to semester schedules continues to present a challenge to administrators when trying to keep course offerings and faculty productivity very efficient.

Even with exceptions to this rule of efficiency, faculty production is predominantly equivalent to greater than the eight courses required by all full-time faculty members' contracts. Those instructors with productivity below the optimum course coverage were either teaching in an

underpopulated major, or had reduced course assignments as part of a plan for professional improvement.

The needs amongst faculty are evident in the sciences and Christian Studies fields. Moving forward, CAS will explore the possibility of hiring another faculty member in these areas and/or increasing the number of adjuncts.

School of Arts and Sciences - 2018 - 2019 FY Faculty Course Coverage

Faculty member	Highest Degree	Primary Academic Content Area(s)	Secondary Academic Content Area(s)	Professional Expertise Area(s)	Level	Status	Total Student Credit Hour Production in School of A & S			Total Tuition Credit Hour Production	Load Factor 2**	Load Factor 1*
							Summer Semester (2019)	Fall Semester	Spring Semester			
							UG	UG	UG			
Arnold, Brian	MS	Mental Health Cslg	Career Development	Counselor	Staff	Resident Full-Time	0	96	45	141	47	3
Bailey, Dan	MS	Mathematics	Education	Educator	Instructor	Resident Full-Time	0	252	201	453	151	9
Carmenaty, Dianna	PhD	Criminal Justice	Higher Education	Law Enforcement	Assistant Professor	Resident Full-Time	0	150	219	369	123	7
Hendon, Bralie	PhD	Biology	Chemistry	Biology Research	Assistant	Resident Full-Time	31	375	422	828	276	16
Parker, Susan	EdD	Religion	Education	International Missions	Assistant	Non-Resident Full-Time	18	306	159	483	161	9
Job, Jenelle	PhD	Psychology	Diagnostics	Psychology/Counseling	Assistant	Resident Full-Time	33	264	309	606	202	12
Kirkpatrick, Danny	PhD	Religion	English	Pastor/Educator	Assistant	Resident Full-Time	66	502	309	877	292	17
Puryear, Courtney	MA	Communications	Technical Writing	Educator	Instructor	Resident Full-Time	0	177	249	426	142	8
Sumruld, Bill	PhD	History	Religion	Educator	Professor	Resident Full-Time	99	255	237	591	197	12
Trout, Richard	MA	English	Communication	Journalist	Instructor	Resident Full-Time	9	336	273	618	206	12
Wu, Yusheng	PhD	Biology	Chemistry	Biology Research	Associate	Resident Full-Time	12	344	314	670	223	13

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X. The Future.

Moving forward, CAS will continue its monitoring of student learning outcomes ensuring grades are not inflated and are evaluated based upon standard rubrics. Program specific outcomes must also be developed for each program which will begin in the 2019-2020 academic year. During that year, co-curricular activities will be defined for each program.

With the Master of Science degree being housed within CAS, the college will now begin to explore future opportunities for graduate programming. It is also desired to explore the Master of Arts degree. A study team will be developed that will explore this possibility with view to submit requests to university administration and the Higher Learning Commission.

The CMHC program, new to CAS, will also need to pursue program accreditation with CACREP. This will be a priority throughout the 2019-2020 academic year. As stated above, an increase of faculty and adjuncts may be necessary particularly in the areas of CMHC, Biology, and Christian Studies.