

University of the Southwest
School of Arts and Sciences
Annual Report 2015 – 2016

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Executive Summary

This report is intended to provide a baseline for program-level assessment in all SAS programming. Each area of study presents a strategy for ongoing assessment, as well as an assessment of data collected from Spring 2016 courses. Results of assessments include strong student performances in communication and professional presentations; however, there appears to be ongoing needs in both student engagement and written communication (specifically APA formatting and research synthesis). Additionally, the School of Arts and Sciences (SAS) does not see students declaring the social sciences degree plan as a major, but instead choosing criminal justice and psychology as specific social science majors.

Informed by these findings, future plans for SAS include implementing a tutoring program and a professional development strategy for faculty to increase student engagement in classes. Additionally, entry-level English courses will explore ways to further integrate the APA formatting rules into course assignments. Because SAS courses are also common core classes, the data collected for these programs may be skewed. Therefore, SAS anticipates moving toward a separate assessment for the common core (allowing program assessments to focus on those majoring in the disciplines). Additional developments to programming include a focus on establishing internship opportunities for all SAS majors, a support program wherein all SAS students move through a “next step” process in preparation to move beyond their undergraduate educations, and the development of a graduation survey for SAS graduates as they matriculate to graduate studies or professional positions.

Enrollment

The following provides an overview of SAS enrollment from Fall 2015 through Fall 2016:

| | Fall A 2015 | Fall B 2015 | SP A 16 | SP B 16 | FA A 16 | FA B 16 |
|-------------------------------|----------------|----------------------|----------------|---------|---------|---------|
| Undergraduate Programs | | | | | | |
| Online | | | | | | |
| Criminal Justice | 32 | 31 | 27 | 34 | 20 | 21 |
| Psychology | 5 | 7 | 6 | 6 | 5 | 4 |
| total: | 37 | 38 | 33 | 40 | 25 | 25 |
| On Campus | Fall 15 | Spring 16 | Fall 16 | | | |
| Biology | 9 | 7 | 5 | | | |
| Pre-Med | 36 | 31 | 37 | | | |
| English | 2 | 2 | 2 | | | |
| History | 9 | 5 | 3 | | | |
| Christian Studies | 26 | 27 | 23 | | | |
| Psychology | 30 | 34 | 32 | | | |
| Criminal Justice | 26 | 31 | 35 | | | |
| General Studies | 41 | 16 | 29 | | | |
| Social Sciences | 2 | 2 | 2 | | | |
| Undecided | 0 | 0 | 0 | | | |
| total: | 181 | 155 | 169 | | | |

This data is intended to establish an enrollment baseline for future enrollment comparisons. University data collection prior to Fall 2015 was inconsistent and not collected effectively. Student majors were not properly assigned to the student body. The above information is the beginning of independent data collection by SAS faculty and staff. It is important to note that psychology does not show the enrollment breakdown according to areas of emphasis. Additionally, online psychology did not accept new students during the AY 15-16, and online criminal justice underwent substantial administrative and academic changes as well. With recent faculty and administrative changes it is anticipated the numbers of these online programs will increase.

It is also important to note that the social sciences degree plan has not increased in students from 2012 through 2016. There was also a decrease in history majors, primarily due to historical mislabeling of student majors by previous university staff members. Finally, the decrease in general studies majors is

viewed as an accomplishment by SAS faculty and staff. The reduction is due to students transferring to more focused degree plans; the majority of these students did not leave the university.

Retention, Persistence, and Graduation

Retention and persistence data collected for SAS programming is divided into 10 program areas; biology programming includes two degree emphases, and psychology includes three. SAS calculated retention by comparing continuing students from one academic semester to the continuing students from the previous academic semester. SAS calculated continuing students in the semester identified for analysis by adding graduated student back to the number of continuing students and subtracting any new students who began during the identified semester.

The formula for retention calculation used for this assessment is:

$$\frac{(\text{Acad Sem. Total Stds} - \text{New Stds of Acad. Sem.} + \text{Graduates of Acad. Sem.})}{\text{Previous Semester Total Students}}$$

Retention data below is presented with face-to-face programs compiled into one table, and criminal justice online programming and psychology online programming presented independently:

| A&S F2F - Enrollment, Retention, and Persistence | | | | | | | | |
|--|-------------------|--------------|---------------------|-------------|-------------|------------|-----------|------------|
| CAMS Term | Academic Calendar | New Students | Continuing Students | Total Heads | Credits | FTE | Completes | Retention |
| Fall-12 | Fall 2012 | 58 | 73 | 131 | 1831 | 153 | 13 | NA |
| Spring-13 | Spring 2013 | 9 | 100 | 109 | 1514 | 126 | 15 | 86% |
| Fall-13 | Fall 2013 | 41 | 65 | 106 | 1511 | 126 | 5 | 73% |
| Spring-14 | Spring 2014 | 8 | 94 | 102 | 1473 | 123 | 13 | 93% |
| Fall-14 | Fall 2014 | 29 | 78 | 107 | 1509 | 126 | 5 | 89% |
| Spring-15 | Spring 2015 | 6 | 96 | 102 | 1468 | 122 | 13 | 94% |
| Fall-15 | Fall 2015 | 102 | 75 | 177 | 2401 | 200 | 5 | 86% |
| Spring-16 | Spring 2016 | 5 | 148 | 153 | 2007 | 167 | 13 | 86% |
| Mean | | 32 | 91 | 123 | 1714 | 143 | 10 | 87% |

| A&S Online CRJ Program - Enrollment, Retention, and Persistence | | | | | | | | |
|---|-------------------|--------------|---------------------|-------------|------------|------------|-------------|----------------|
| CAMS Term | Academic Calendar | New Students | Continuing Students | Total Heads | Credits | FTE | Completions | Retention Rate |
| FALL-12 | Fall 2012 | 0 | 11 | 11 | 96 | 32 | 0 | NA |
| Spring-13 | Spring 2013 | 21 | 9 | 30 | 215 | 71.7 | 0 | 82% |
| Fall-13 | Fall-13 | 30 | 24 | 55 | 462 | 154 | 1 | 83% |
| Spring-14 | Spring-14 | 10 | 41 | 51 | 363 | 121 | 0 | 76% |
| Fall-14 | Fall-14 | 13 | 56 | 73 | 519 | 173 | 4 | 118% |
| Spring-15 | Spring-15 | 14 | 52 | 66 | 528 | 176 | 0 | 77% |
| Fall-15 | Fall-15 | 0 | 29 | 33 | 268 | 89.3 | 4 | 50% |
| Spring-16 | Spring-16 | 2 | 25 | 32 | 263 | 87.7 | 4 | 103% |
| Mean | | 11 | 31 | 44 | 339 | 113 | 2 | 84% |

| A&S Online Psychology Program - Enrollment, Retention, and Persistence | | | | | | | | |
|--|-------------------|--------------|---------------------|-------------|---------|------|-------------|----------------|
| CAMS TERM | Academic Calendar | New Students | Continuing Students | Total Heads | Credits | FTE | Completions | Retention Rate |
| FALL(A)-12 | Fall A 2012 | 5 | 5 | 10 | 63 | 21 | 0 | NA |
| FALL(B)-12 | Fall B 2012 | 2 | 6 | 8 | 51 | 17 | 1 | 60% |
| SPRING(A)-13 | Spring A 2013 | 5 | 9 | 14 | 85 | 28.3 | 0 | 125% |
| SPRING(B)-13 | Spring B 2013 | 2 | 14 | 16 | 96 | 32 | 0 | 100% |
| Fall(A)-13 | Fall A 2013 | 4 | 7 | 11 | 72 | 24 | 0 | 44% |
| Fall(B)-13 | Fall B 2013 | 1 | 10 | 11 | 66 | 22 | 0 | 91% |
| Spring(A)-14 | Spring A 2014 | 1 | 10 | 11 | 71 | 23.7 | 0 | 91% |
| Spring(B)-14 | Spring B 2014 | 1 | 12 | 13 | 74 | 24.7 | 0 | 109% |
| Fall(A)-14 | Fall A 2014 | 1 | 9 | 10 | 57 | 19 | 0 | 69% |
| Fall(B)-14 | Fall B 2016 | 2 | 7 | 9 | 49 | 16.3 | 0 | 70% |
| Spring(A)-15 | Spring A 2015 | 0 | 10 | 10 | 62 | 20.7 | 0 | 111% |
| Spring(B)-15 | Spring B 2015 | 0 | 8 | 8 | 45 | 15 | 0 | 80% |
| Fall(A)-15 | Fall A 2015 | 0 | 5 | 5 | 30 | 10 | 0 | 63% |

| | | | | | | | | |
|--------------|---------------|----------|----------|-----------|-----------|-----------|----------|------------|
| Fall(B)-15 | Fall B 2015 | 0 | 6 | 6 | 30 | 10 | 0 | 120% |
| Spring(A)-16 | Spring A 2016 | 0 | 6 | 6 | 33 | 11 | 1 | 100% |
| Spring(B)-16 | Spring B 2016 | 0 | 6 | 6 | 33 | 11 | 0 | 117% |
| Mean | | 2 | 8 | 10 | 57 | 19 | 0 | 90% |

Review includes the following observations:

- Overall retention in SAS is consistent across programs, and the social science and science programs consistently have the higher student populations
- The online criminal justice program and the online psychology programs have inconsistent data collection, as well as inconsistent recruitment efforts.
- The online criminal justice program had inconsistent program management until AY 2015-2016. It is expected that retention and persistence should increase in reliability with the new administrative strategies
- The online psychology program was closed to new student in Fall 2015. This program will be revisited during AY 2016-2017
- All data from Fall 2012 to Spring 2016 were collected from CAMS, the University's central data platform. Due to inconsistencies in data entry (due primarily to employee turnover in key staffing positions), some retention data seems inconsistent. The current USW registrar office is correcting data errors on an ongoing basis. It is expected that program numbers will become more consistent and reliable in the future
- While all programs maintain 80%+ retention rates, social sciences has an average retention rate of 58% from Fall 2012 to Spring 2016
- Numbers for the social science degree program have remained very low for the past 5 years

Scholarly Activity

Because University of the Southwest is an institution grounded in servant leadership (i.e., leading and teaching others through service), SAS 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.

Scholarly work and service activities during 2015-2016 AY included the following:

Kenneth Brown

- Volunteered at a local recovery home for men, tutoring the men in preparation for GED and other exams
- Volunteered expertise in stage lighting, set design, and directing to the local community theatre company

Dustin Eicke

- Receive Faculty Member of the Year for AY 2015-2016 (selected by students)
- Accepted to Texas Tech University College of Education doctoral program

Susan Hull

- Organized a Family Retreat Camp for 16 local families
- Organized and oversaw monthly mission projects with a local church body
- Participated in the organization of a large, regional revival project with several community entities
- Developed and taught sports evangelism course at USW

Danny Kirkpatrick

- Awarded a Lily Endowment grant via NETVUE to establish CASTLE program (\$50,000 over two years). CASTLE is a student-centered program wherein students assess strengths and weaknesses, identify professional interests, and complete internship opportunities in fields related to their identified strengths/interests; this is part of the university's servant leadership course requirement for all students

Wenjing Li

- Li, W., PhD. (2016). The Bruhat order, the lookup conjecture and spiral Schubert varieties of type A_2 . Lecture presented at American Mathematical Society and Mathematical Association of America National Joint Mathematics Meetings in Seattle, WA.

- Li, W., PhD. (2015). The smooth loci of spiral Schubert varieties of type A_2 . Representations of Reductive Groups, Progress in Mathematics, 312, 189-226.
- Participated in Mathematics Club meetings at previous institution
- Served as a Sciences and Mathematics Speaker's Bureau speaker as part of an outreach program for STEM-related programs
- Administered the Mathematics Placement Test to incoming freshmen at previous institution
- Served as an active member of the American Mathematical Society

Elyn Palmer

- Developed and taught research-focused senior course in psychology program; students produced poster presentations on independent research projects
- Developed and taught Christian Theology in Modern Fiction: Is There God in Harry Potter? Course
- Worked with committee to develop and implement Christian studies bachelor's degree program for local incarcerated men; began first cohort (25 students) in 15-16, and began second cohort (25 students) in 16-17
- Worked with committee to help secure Lily Endowment grant via NETVUE to establish CASTLE program
- Oversaw the creation of CASTLE (). Every student attending USW completes curriculum related to strength inventories, profession-based assessments, and internships in professional fields related to students' majors and professional aspirations
- Established mentoring partnerships between new faculty and established faculty members
- Managed the implementation of Program Coordinator positions among faculty members for all SAS programs
- Assumed oversight of the criminal justice undergraduate degree program
- Guidance Center of Lea County board member (local non-profit mental health agency)
- Worked with Council on Independent Colleges (CIC) to brainstorm ways for independent institutions to capitalize on the organizational umbrella created for CIC members
- Guest speaker for MyPower young girls' program
- Implemented annual degree audits for all students majoring in SAS programming
- Participated in CACREP planning meeting for institutions in the southwest region of the US
- Worked within a committee to interview and hire three new, terminally degreed faculty members for SAS

- Worked within a committee to hire a new CEO and new COO for the Guidance Center of Lea County
- Provided recommendation letters for Texas Tech University professor applying for a full professor position, a faculty member applying for a doctoral program, and several students applying for scholarships
- Worked within the HLC assessment committee to develop an ongoing assessment plan and regular reporting expectations
- Jones, S. J., Warnick, E. M., & Palmer, E. M. (2015). Environment barriers and their effects on the perception of women on the tenure track. *NASPA Journal About Women in Higher Education*, 9(1), 21-38. DOI: 10.1080/19407882.2015.1057163

Yusheng Wu

- Established student internship positions with Nor-Lea Hospital in Lovington, New Mexico, as well as at the Wastewater Treatment Plant in Hobbs
- Drafted an environmental science degree plan for adoption consideration
- Partnered with Tuskegee University to research the retention of STEM students in Hispanic serving institutions. Project is funded by an independent granting agency

Assessment

Housing the academic core for the University of the Southwest, the school of Arts & Sciences (SAS) provides the foundation for the university's pursuit of excellence in teaching, research, scholarship, and Christian service. SAS seeks to encourage the growth of the arts and sciences on our campus and in our community, as well as promote ethical awareness, self-knowledge, and appreciation of differences in others. The faculty within SAS intends to develop an appreciation of the academic tradition, respect for diverse cultures, and a lasting habit of inquiry, learning, innovation, and adaptation. In this section of the 2015 – 2016 SAS Annual Report, each program's assessment data and analysis within SAS will be presented.

University of the Southwest maintains the SLOs of Communication, Knowledge, Critical Thinking, Servant Leadership, and Academic & Professional Integrity. It is important that SAS connect the program level learning objectives (PLOs) with the institutional SLOs for assessment purposes. This will be done by addressing and assessing the institutional SLOs and incorporating the analyses with the program-level analyses (PLOs).

A. Biology

1. Mission Statement of Biology Program

The mission of the Biology Program is to prepare students for professional careers in biology, science education, and admission to graduate and professional schools in the life and health sciences. The diverse backgrounds of students in SAS propels us to offer a variety of biology and chemistry-related courses, laboratory courses, and field work. The ultimate goal is to foster well-educated and trained students who will contribute to our society within the scope of influence of University of the Southwest. Our graduates can be found in academic institutions, clinical labs, the nuclear industry, civil analytic labs, and high schools.

2. Program Goal

The biology program goal is to provide a comprehensive education in biology, stressing scientific reasoning and problem solving across the spectrum of disciplines within the discipline. Specifically, faculty in the biology program strive to create coursework specific to technology, statistical analysis, laboratory skills and field techniques, as well as developing student skills in the written and oral communication of scientific information.

3. Objectives

- A. *Knowledge of biology:* Students are able to develop a broad understanding of the factual and theoretical basis of biology, biological diversity, and evolution at the molecular, cellular, organism, and population levels.
- B. *Written and oral communication through laboratory skills and scientific methods:* Students are familiar with laboratory and field technologies used in biology, and have hands-on experience. Students understand and effectively use scientific methods to develop testable hypotheses and are able to design experiments to test those hypotheses utilizing appropriate technology. Students are able to analyze data with effective use of statistical methods in order to reach valid conclusions.
- C. *Demonstration of basic mastery of biological knowledge based on class examinations:* Students are able to take class midterm and final examinations and obtain good grades.
- D. *Academic and professional activities:* Students attend classes, participate in the class discussions, and participate in other professional activities in biology.

4. Evaluation, Student Learning Outcomes, Assessment Approaches and Courses

- A. *General program evaluation based on the program goal:* Students' overall grades shown in the transcripts are utilized to evaluate the goal. The grade in students' transcripts will be applied to the general program evaluation. Courses for the assessment are biology I & II.
- B. *Student learning outcome 1 based on knowledge of biology (Objective 1):* Students demonstrate the knowledge of concept, form, function, mechanism, organization, scale, hierarchy, diversity and evolution across the full range of biology. Student learning outcome 1 will be assessed by course-embedded measures, which are assignments, lecture notes, and discussion grades. The courses for this assessment are biology I & II.
- C. *Student learning outcome 2 based on written and oral communication through laboratory skills and scientific methods (Objective 2):* Students are able to perform good laboratory practices and demonstrate a high level of proficiency in developing hypotheses, using statistical methods and appropriate interpretation strategies. Student learning outcome 2 will be assessed by the lab average grades including labs and tests. The courses for the assessment are biology I & II.
- D. *Student learning outcome 3 based on demonstration of basic mastery of biological knowledge based on class examinations (Objective 3):* Student learning outcome 3 will be assessed by course-embedded measures, which are midterm and final exam grades. The courses for the assessment are biology I & II.
- E. *Student learning outcome 4 based on academic and professional activities (Objective 4):* Students attend the regular classes, seminars, or academic meetings and join the class discussions. They can understand how biological concepts are derived from scientific research, and how further scientific advancements will support, refute or alter current theories. Student learning outcome 4 will be assessed by the student attendance grades. The courses for the assessment are biology I & II.
- F. *Student evaluations based on end of course survey:* The results from the end of course survey are compiled to provide useful information about the strengths and weaknesses of the instructor(s) in the program. The end of course survey will be implemented to represent student evaluations. The courses for the assessment are biology I & II.

5. **Biology Program Assessment Report**

1) *Program goal*

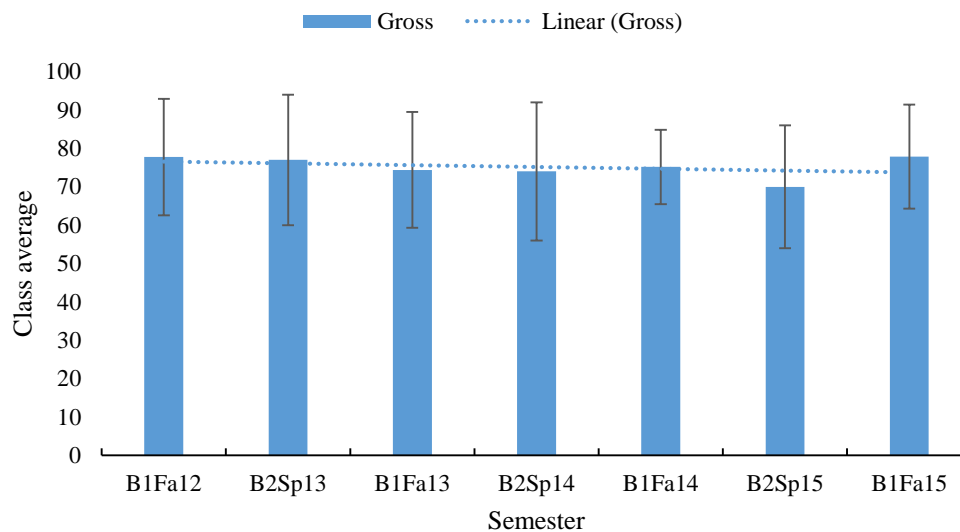


Figure 1 The distribution of gross grade for biology I & II in 2012-15
(B1: Biology I, B2: Biology II, Fa: Fall, Sp: Spring, Numbers: Years)

In Figure 1, we can see that the average of student's gross grade on the transcript in the program varied around 80 points with moderate variations. The trend line was the smooth, flat line. It indicates that the overall quality of the program is kept at constantly high levels during the 4-year period.

2) Objective 1 Knowledge of biology

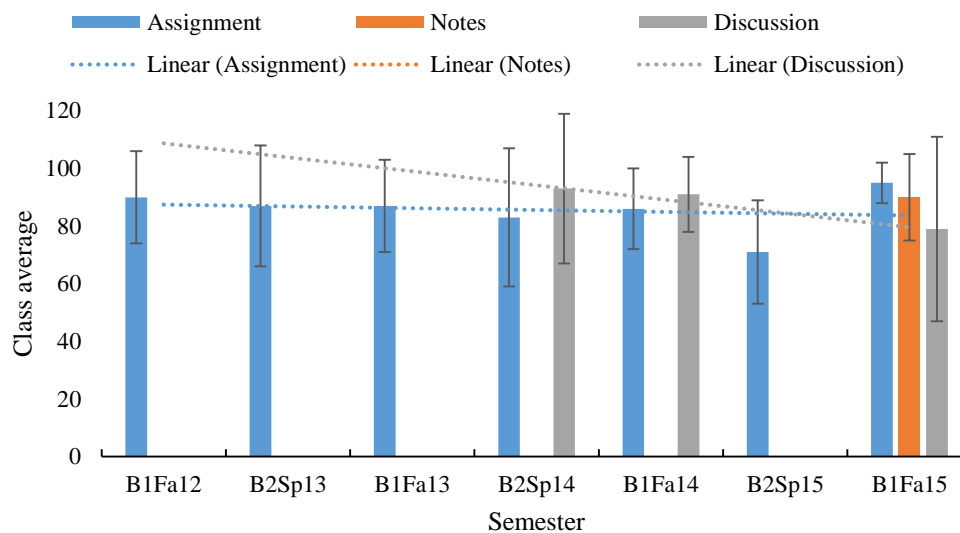


Figure 2 The distribution of assignment, notes and discussion grade for biology I & II in 2012-15
(B1: Biology I, B2: Biology II, Fa: Fall, Sp: Spring, Numbers: Years)

For objective 1 in Figure 2, the assignment grade was constant over 4-year period. The discussion grade was implemented starting from Spring 2014. The trend showed to be slightly declining because the instructor gradually increased the difficulty index of the discussion questions. There was no discussion data for Biology II because it was taught by a different instructor in Spring 2015. The notes grade was introduced in Fall 2015. The trend line was not able to be produced at this time. The variations for the three grades were at moderate level. In general, the knowledge of biology was properly covered in the program during the 4-year period. The improvements are needed in note-taking skills and discussion questions.

3) *Objective 2 Written and oral communication through laboratory skills and scientific methods*

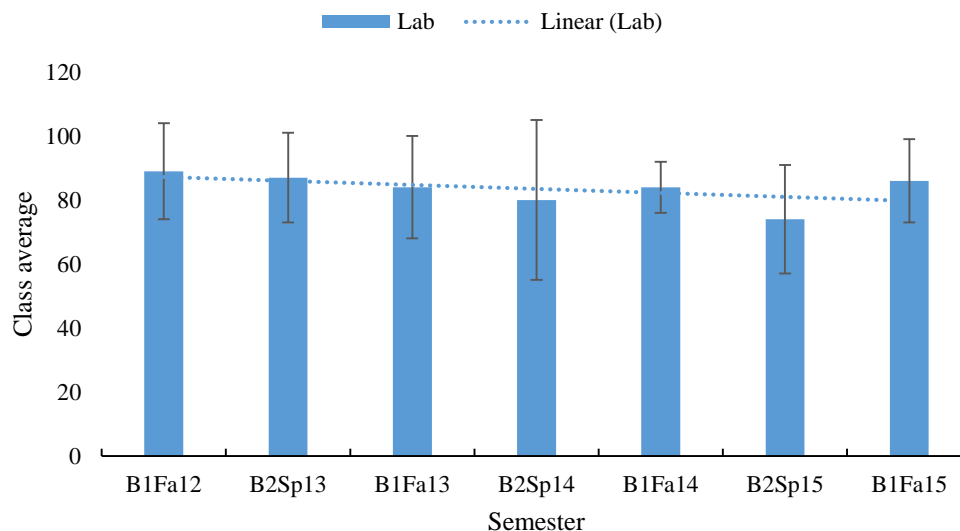


Figure 3 The distribution of lab grade for biology I & II in 2012-15
(B1: Biology I, B2: Biology II, Fa: Fall, Sp: Spring, Numbers: Years)

Hands-on lab experiences are an essential part of the biology program. From Figure 3, one can see that all labs were taught with pretty high and stable quality. The trend line declined by skewing down a little due to Biology II taught by a different instructor Spring 2015. The variations were at moderate levels. On the whole, the quality of the labs remains at notable level in the program during the 4-year period.

4) *Objective 3 Demonstration of basic mastery of biological knowledge based on class examinations*

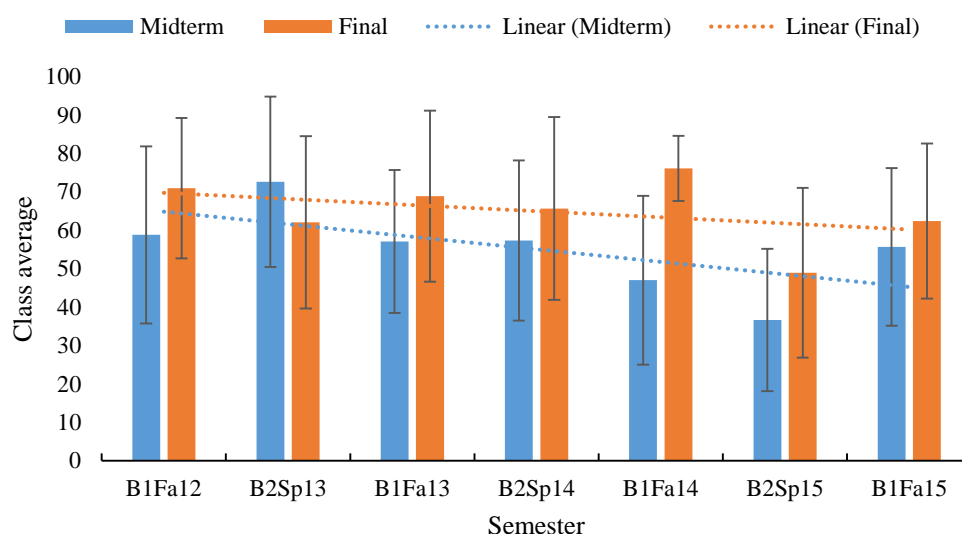


Figure 4 The distribution of midterm and final grade for biology I & II in 2012-15
(B1: Biology I, B2: Biology II, Fa: Fall, Sp: Spring, Numbers: Years)

Critical thinking plays an important role in both the midterm and the final exam. In Figure 4, the midterm exam grades were mostly lower than these of the final exam. This could be the result of students investing more time and energy in the final exam more so than the midterm exam. The trend lines for the midterm and final exams skewed downward because of the course taught by a different instructor; this instructor assigned the students a different test. The variations for both were at moderate levels. Once the exams are consistent for all students assessed, it is expected the trend lines will level off.

5) *Objective 4 Academic and professional activities*

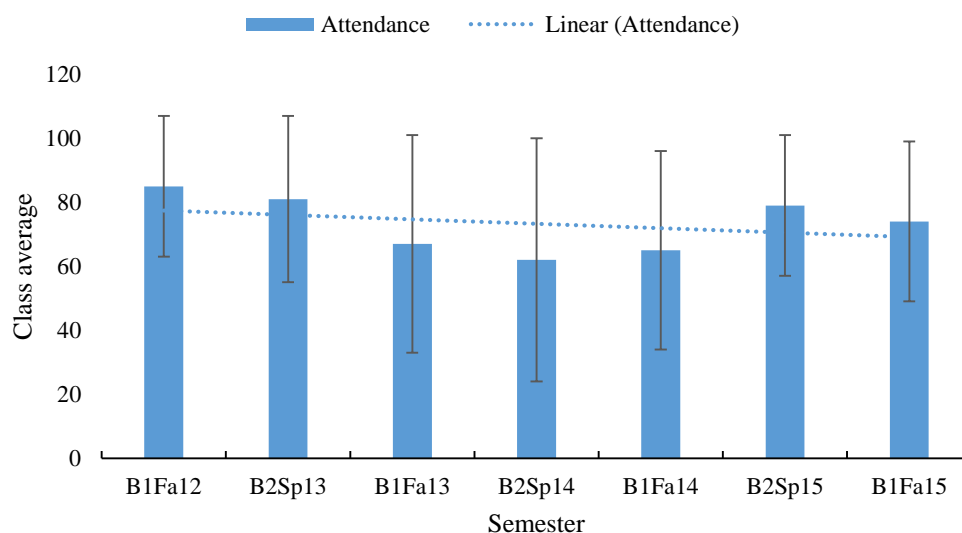


Figure 5 The distribution of attendance grade for biology I & II in 2012-15

(B1: Biology I, B2: Biology II, Fa: Fall, Sp: Spring, Numbers: Years)

Class attendance can be a representative of student's attitude toward a potential career. As showed in Figure 5, the grades were around 80 points with moderate or large variations. It is suggested that there were various attitudes among the students. However, the trend line was almost flat during the 4-year period. In the long term we need to keep emphasizing the importance of this in classes.

6) End of course survey

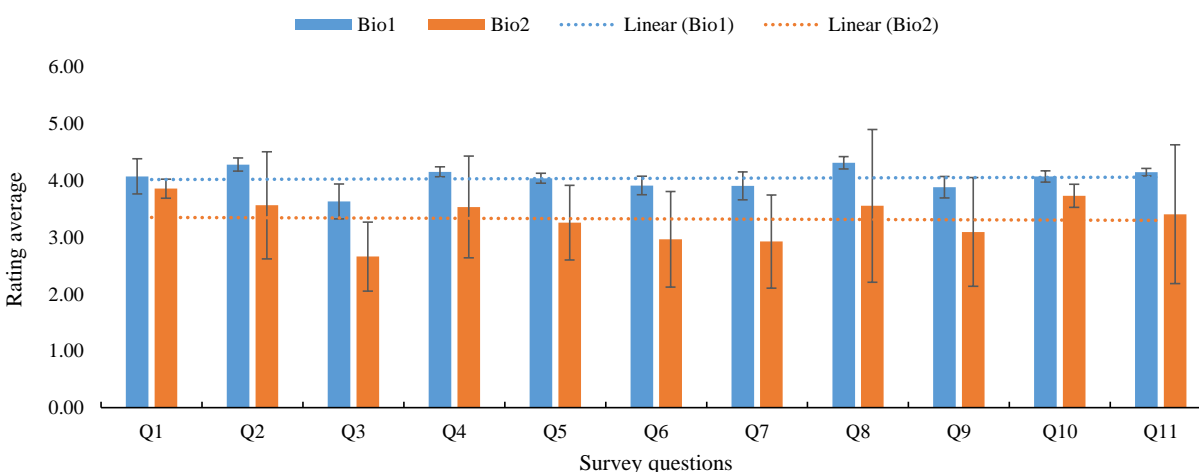


Figure 6 The distribution of instructor's rating average for biology I & II in 2012-15

(Bio1: Biology I, Bio2: Biology II, Q1: I am satisfied with my instructor. Q2: My instructor demonstrates strong knowledge of the course content. Q3: My instructor makes the content engaging. Q4: My instructor provides timely feedback during the course. Q5: My instructor encourages me to communicate with him/her. Q6: My instructor has high expectations, which challenge me to achieve. Q7: I am satisfied with the content of this course. Q8: I am able to complete my work in the time allotted for each assignment. Q9: I can apply the content of this course to my current or future career. Q10: The format of the course is user-friendly. Q11: The expectations for the course are clearly defined.)

When analyzing the results of the survey in terms of biology I and II over a 4-year period, respectively, it appears the trend lines for students' evaluations on the instructors teaching biology I and II persisted between 3 and 4 points on a 5-point scale (Figure 6). The variations in biology I were relatively small over a 4-year period. On the other hand, the variations in biology II were large due to the results assessment variation of multiple instructors.

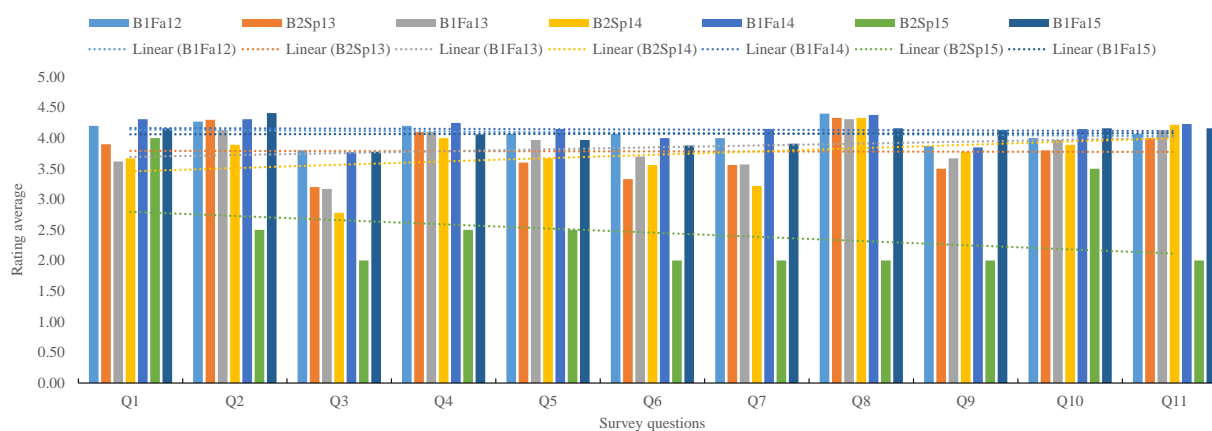


Figure 7 The distribution of instructor's rating average based on the survey questions for biology I & II in 2012-15 (B1: Biology I, B2: Biology II, Fa: Fall, Sp: Spring, Numbers: Years, Q1: I am satisfied with my instructor. Q2: My instructor demonstrates strong knowledge of the course content. Q3: My instructor makes the content engaging. Q4: My instructor provides timely feedback during the course. Q5: My instructor

encourages me to communicate with him/her. Q6: My instructor has high expectations, which challenge me to achieve. Q7: I am satisfied with the content of this course. Q8: I am able to complete my work in the time allotted for each assignment. Q9: I can apply the content of this course to my current or future career. Q10: The format of the course is user-friendly. Q11: The expectations for the course are clearly defined.)

By examining the results of the survey in regard to biology I and II each semester, the trend lines for students' evaluation on the instructors teaching biology I and II clustered in the areas between 3.50 and 4.50 points in 5-point scale.

7) *Strength and weakness:*

Based on the assessments mentioned above for the biology program, the strengths were comprehensive coverage of the knowledge for biology; sufficient lab practices, great training in critical thinking and adequate fostering in professional integrity. The weaknesses were partial teaching incompetency and incomplete test banks.

B. Christian Studies

Mission Statement

The mission of the Christian Studies program at the University of the Southwest is to prepare individuals for Christian leadership in the field or as a layperson. This will be accomplished through academic study of existing Christian theories and practice. This mission is in accordance with the University's mission statement to be a "Christ-centered educational community dedicated to developing men and women for a lifetime of servant leadership by emphasizing individual faith, responsibility, and initiative."

Students who complete the bachelors of arts in Christian Studies from USW will have a thorough understanding of the historical, literary, and theological dimensions of the Old and New Testaments. They will also be able to articulate the rich theological doctrines of church history and engage in robust theological research. Moreover, students will graduate with first-hand experience in Christian ministry, while also developing into leaders who will make a meaningful difference in the world around them.

Assessment Philosophy

Faculty within the Christian Studies major will assess the learning experiences of current students and adapt accordingly. The Christian Studies major will be evaluated in light of program (PLOs) and institutional (SLOs) learning objectives. The program objectives will also integrate with the SLOs of the university. Through assessment, qualitative and quantitative information will be gathered to identify the strengths and growth areas of students in this major.

The program objectives below will be assessed through direct and indirect measurement techniques including examinations, research paper rubrics, portfolios, and oral presentations. Students who are in their senior semesters, approaching graduation, will complete an exit interview with at least one Christian Studies faculty member for assessment as an indirect measurement technique to better understand student satisfaction, knowledge retention, and uncover any problem areas.

Learning Objective Map

| Learning Objective | Course(s) |
|---|-----------|
| 1. Demonstrate an introductory knowledge of the major disciplines within Christian Studies: | REL 1103 |
| Articulate the historical, literary, and theological dimensions of the Old and New Testaments, Articulate | REL 1203 |
| | REL 3143 |
| | REL 3333 |

| | |
|---|---|
| key theological doctrines and their development throughout Christian thought, Articulate effective and biblically sound methods of practical ministry, Articulate the Gospel appropriately in various contexts. | REL 3413 REL XXXX Advanced Biblical Research REL XXXX Advanced Theological Study |
| 2. Demonstrate research skills appropriate to Christian studies: Apply appropriate hermeneutics of the Bible in preparation for preaching and teaching, use qualitative research methods in ethnographic and demographic studies, produce quality research using historic and modern theological and biblical texts in accordance with the American Psychological Association Manual of Style. | REL 2403 REL 2503 REL 3213 REL XXX Advanced Biblical Research REL XXXX Advanced Theological Research REL XXXX Advanced Theological Study |
| 3. Christian ministry: Exhibit spiritual growth, personal development, and a lifetime commitment to servant leadership in a way that leads others to do the same. | REL 1203 REL 2213 REL 2403 REL 3413 |
| 4. Christian Leadership and Ethics: Demonstrate knowledge and skills required for leadership in local church ministry, particularly in the areas of preaching, evangelism and discipleship, and biblical counseling. Demonstrate integrity and sound Christian ethics as a student and prospective church leader | REL 2403 REL 3413 REL 4233 REL 4113 REL 4813 REL 2403 REL 2213 |

Assessment Plan

Students in the Christian Studies program will be assessed through coursework and the exit interviews near graduation (typically the final semester before graduation). This assessment plan will measure the student's progress and abilities in relation to the program objectives. The assessment plan and instruments will be as follows:

Direct Assessment Instruments

- *REL 3143 - History of Christianity to 1517*

Students will be assessed in their ability to articulate key theological doctrines and their development throughout Christian thought through a pretest and a posttest. The test will be based upon a standard rubric, and learning outcomes will be attached to specific questions for assessment.

- *REL 3313 - Communicating the Gospel*
Students will be assessed in their ability to articulate the Gospel appropriately in various contexts through the preparation and deliverance of a speech or sermon which articulates the fundamental points of the Gospel (thereby assessing Program Objective 4). This will be assessed through a standard rubric measuring clarity in communication, persuasiveness, alignment of presentation with the Gospel, and the use of appropriate hermeneutics.
- *REL 2503 Hermeneutics*
Students will be assessed in their ability to apply appropriate hermeneutics of the Bible in preparation for preaching and teaching through a research paper (thereby assessing Program Objective 5). In this paper, students will be expected to articulate (in writing) the historical and contextual contexts of a biblical passage along with personal application for the beliefs and practices of Christians. As a research course, this class will assist students in learning the research skills required for the Christian Studies discipline which will be further assessed in Advanced Biblical Research, Advanced Theological Research, and Advanced Theological Study.
- *REL 4813 Practicum*
Students will be assessed in their knowledge and skills required for leadership in local church ministry, particularly in the areas of preaching, evangelism and discipleship, and biblical counseling, through the production of a final portfolio (thereby assessing Program Objective 9). Throughout the Practicum, students will work with a qualified mentor in the field of ministry the student wishes to pursue. The student will work with the mentor to engage in first-hand ministry experience. Students will be required to create a final portfolio describing, in detail, the activities and experiences they engaged in and the knowledge they gained. This portfolio will be reviewed and graded by the student's mentor and a Christian Studies faculty member.
- *REL 2403 - Faith and Christian Ethic*
Students will be assessed in their demonstration of integrity as a student and their understanding of the ethics required of a church leader through the final exam (thereby assessing Program Objective 10). Students will be expected to demonstrate academic integrity by completing the exam without any occurrences of plagiarism, unauthorized collaboration, cheating, or facilitating academic dishonesty to others. Moreover, the final exam utilized as an assessment tool in this

class will assess the student's understanding of the integrity and character traits required for those pursuing Christian ministry based upon a standard rubric.

Indirect Assessment Instrument

Student success and knowledge retention will be assessed in the student's senior year utilizing a program-specific student survey and exit interview. The exit interview will be conducted by a member of the Christian Studies faculty, (often the student's academic advisor), or through a panel of Christian Studies faculty. Students will be examined in all learning objectives of the Christian Studies major based upon a standard rubric developed by the Christian Studies faculty. While this exit interview will not affect the student's grade point average, it will be used to assess program effectiveness. The faculty and program will adapt according to the data collected through these interviews.

2015 – 2016 Christian Studies Program Assessment Report

1. Objective 1

a. Demonstrate an introductory knowledge of the major disciplines within Christian Studies (REL 1103)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalExam | 16 | 39.00 | 92.00 | 71.1875 | 17.88190 |
| Valid N (listwise) | 16 | | | | |

Student performance on the final exam in REL 1103 was a C-. While this is passing, focus needs to be made in REL to ensure that students are retaining the information for the course. The standard deviation is inflated due to several very low scores due to lack of participation.

2. Objective 2

a. Demonstrate research skills appropriate to Christian studies (REL 2403)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalExamA | 17 | .00 | 99.00 | 55.7647 | 42.99641 |
| FinalExamB | 11 | 68.00 | 99.00 | 86.1818 | 8.62344 |
| Valid N (listwise) | 11 | | | | |

Student performances on the final exam in REL 2403 were unsatisfactory at an F. It is important to note that there were several zeros earned on the exam for non-participation. FinalExamA includes the outliers, but when they are

removed the average for the final exam (FinalExamB) raises significantly to a B+. This again demonstrates that student engagement is an issue.

3. Objective 3

a. Christian ministry (REL 1203)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalExam | 14 | 78.00 | 94.00 | 86.2857 | 5.38414 |
| Valid N (listwise) | 14 | | | | |

Student performance on the final exam in REL 1203 was excellent, demonstrating a clear and demonstrable understanding of the core values in Objective 3: Christian Ministry.

4. Objective 4

a. Christian Leadership and Ethics (REL 2403)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalPaper | 15 | 70.00 | 98.00 | 86.4667 | 7.82730 |
| Valid N (listwise) | 15 | | | | |

Student performance on the final ethics paper in REL 2403 is a B+ on average. Students demonstrated an understanding and critical application of the elements in Objective 4.

C. Criminal Justice

Mission Statement

The criminal justice program provides a comprehensive understanding of the components of the American criminal justice system. It is a dynamic major that responds to issues of diversity, as well as innovations and changes in the social and technological arenas, which inform criminal justice professionals. This discipline focuses on the institutions of criminal justice: particularly theory, police, courts, corrections, and law. Such focus will be achieved while addressing issues of diversity, including race, gender and ethnicity, as appropriate. It will attract current and future professionals in various law enforcement, judicial, or correctional agencies at the local, state, and federal levels. While the major prepares students for careers in the field of criminal justice and encourages internship experience, it also provides an academic foundation for students who plan to attend graduate or professional schools.

Assessment Philosophy

Outcomes assessment is intended to enhance the learning experiences of current and future students. The criminal justice program within SAS has learning objectives representing the essential knowledge base and required skills to prepare students to enter the practice field or attend graduate school. The assessment program is designed to generate qualitative and quantitative information that will be used to identify the students' strengths and weaknesses, and will allow the criminal justice faculty to identify program areas that need improvement. Once implemented, the baseline can be compared to future outcome measures to continue to assess the effectiveness of the program.

The learning objectives below rely on a variety of objective measures including examinations, research papers, essays, and oral presentation assignments. Throughout the program, students are instructed to develop research and writing skills and to acquire enough knowledge of criminal justice to develop informed theoretical and practical opinions. As a requirement of the capstone course currently in development, an in-depth knowledge of a particular problem or issue in the field will be required. A research paper will be the means of assessing that knowledge, as well as measuring the students' skills in research and writing. Results of the assessment of the capstone research paper performance will have implications for future capstone curriculum, as well as that of the lower-level courses in the program where students are expected to have developed their research, writing, and critical thinking skills.

Learning Objectives Map

| Learning Outcome | Course |
|------------------|--------|
|------------------|--------|

| | |
|---|--|
| 1. Describe from a historical and systemic perspective criminal justice institutions and how they relate to each other. | CRJ 2503 CRJ 3013 CRJ 3043 CRJ 3503 |
| 2. Understand the mechanisms, dynamics and situational context of crime and criminal behavior, and methods of prevention and treatment. | CRJ 2503 CRJ 3103 CRJ 3503 CRJ 3023 |
| 3. Apply the theories related to the policy and practice of the criminal justice systems. | CRJ 3053 CRJ 3103 CRJ 3503 CRJ 3513 |
| 4. Analyze the operations and administration of criminal justice institutions in the context of public discourse. | CRJ 2503 CRJ 3513 CRJ 3023 CRJ 4203 CRJ 3223 CRJ 4303 CRJ 3503 CRJ 4413 |
| 5. Demonstrate critical thinking skills through verbal presentation, by developing a coherent written argument, consistent with and building upon the goals of general education. | CRJ 3033 CRJ 3503 CRJ 4423 |
| 6. Demonstrate the ability to access, conduct, interpret and apply criminal justice research. | CRJ 4423 CRJ 42XX |

Assessment Plan

The Criminal Justice Program assessment plan focuses on five critical points in a student's progress through the major: 1) the conclusion of the introductory course, 2) the conclusion of the course on Criminology 3) the conclusion of the course on ethics, 4) the conclusion of research methods, 5) the quality of a senior paper/project, which is the capstone experience. All students must complete the anticipated senior capstone experience. While this course is being implemented, samples of senior level writing will be selected from the student's work and will be used in lieu of the capstone paper for immediate assessment purposes.

Direct Assessment Instruments

- *CRJ 2503 – Corrections in the 21st Century*
CRJ 2503 surveys various approaches to corrections; types of correctional institutions, residents, programs and management; and special problems associated with corrections and correctional institutions. The history, philosophy and development of adult and juvenile probation and parole in the United States also will be covered. This course will provide exposure to historical and systemic perspectives on basic concepts in corrections and criminal justice. This course will be assessed using the final exam.
- *CRJ 3013 – Introduction to Criminal Justice*

The goal of CRJ 3013 is to familiarize the student with institutions and functions of the criminal justice system. Also, the student is familiarized on the use of data, research, and theory in criminal justice research. A standardized pretest and posttest will be used to assess student outcomes. The test will be a multiple choice and short essay format. The tests will be graded using a standard rubric. Learning outcomes will be attached to specific questions and tracked.

- *CRJ 3023 – Criminal Law I*

This course offers an overview of the theoretical issues and functions of the law involved in controlling deviance in society. Historical foundations and the limits of criminal law will also be covered. The course helps to provide a foundation for criminal behavior and legal concepts in response. This course will be assessed using either the final exam or final paper.

- *CRJ 3103 – Criminology*

The goal of CRJ 3103 is to guide the student through the process of theory formation and testing. Additionally, the goal is to familiarize the student with historical and modern crime theories and their critical application in the field of criminal justice. The student will be able to critically analyze the social world within the framework of various crime theories. We will assess the course through the final exam. The final exam will be developed by instructors in accordance with the goals of the learning objectives. It measures the specific learning outcomes of the major, and will be evaluated according to a standardized rubric.

- *CRJ 3503 – Juvenile Justice*

This course is an introduction to the field of juvenile delinquency, including causation; development of delinquent and criminal behavior; and initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the functions of juvenile courts. Issues dealing with jurisdiction of juvenile agencies, the processing and detention of offenders, case dispositions, juvenile status, and court procedures are also addressed. This course will be assessed using the final exam and the final paper.

- *CRJ 4203 – Ethics, Law, and Criminal Justice*

The goal of CRJ 4203 is to expose the student to the ethical and racial issues in the field of criminal justice. The student will be familiarized with ethical philosophy and the law from

antiquity to present. The student will exercise critical thinking in various exercises designed to expose the student to their ethical systems. We will assess the student's final term paper from this course. The term paper prompt will be developed by instructors in accordance with the goals of the learning objectives. It measures the specific learning outcomes of the major, and will be evaluated according to a standardized rubric.

- *CRJ 4303 – Criminal Justice Administration*

This course addresses the different administrative structures of criminal justice agencies and institutions and their relationship to police, courts, and corrections problems. CRJ 4303 also examines, from social and psychological perspectives, the current issues and problems in law enforcement. This course will be assessed using the final exam.

- *CRJ 4423 – Research Methods for Criminal Justice*

This course is currently being developed. The purpose of CRJ 4423 is to expose the student to basic and advanced research methodologies. The student will learn how to critically analyze academic research papers, and design and implement a research proposal. We will assess the course through the final exam. The final exam will be developed by instructors in accordance with the goals of the learning objectives. It measures the specific learning outcomes of the major, and will be evaluated according to a standardized rubric. The purpose of evaluating the final exam in a research methodology course, instead of the research proposal, is to gain a higher level sample of the student's ability to design and implement a research proposal. The goal in assessing the final exam in CRJ 4423 is to ensure that the student has mastered the basic foundation for conducting original research, or research analysis.

- *CRJ 42XX – Arts and Sciences Capstone Course*

CRJ 42XX is the capstone experiences to the major. The course asks the student to design an original research proposal and carry that work out in so much as that is possible. The course is currently being developed, in place of the capstone project, samples of the student's senior level writing will be selected in order to begin collecting data immediately.

Indirect Assessment Instruments

Students will be asked to complete a survey on criminal justice and the student engagement experience in SAS. The survey will be used to identify techniques and habits of the students, as well as measuring their retention of the information identified in the learning objectives (PLOs) associated with the major and the SLOs of the institution.

Assessment Cycle and Timetable

Assessment activities will begin immediately during the spring 2016 semester. We will begin with our first cohort, although we will not be able to initially administer all assessment instruments to this cohort. The implementation of the assessment plan across the academic calendar will be outlined in the assessment transition and cycle calendar. The assessment cycle will be five years, with a gradual transition to a more robust and comprehensive assessment process across this timeframe.

During our first assessment year (2016 – 2017 academic year), our goal will be to implement the Criminal Justice Capstone and Research Methods in Criminal Justice courses. We will seek to assess the course objectives in these courses using the research proposal or paper. Beginning in the second year of the assessment cycle (2017 – 2018 academic year), all assessment instruments and activities will be implemented. In the following academic years (2018 – 2021) the learning objectives will continue to be assessed with an analysis of the testing instruments outlined above. The analysis of each assessment instrument in each academic year will allow for curriculum changes as needed to further achieve our learning outcomes and goals.

The final academic year of the five-year assessment cycle (2020 – 2021) will be used to not only continue all assessment activities, but to also focus on the assessment data collected over the five years and develop and implement substantial curriculum changes as needed. The final year in the assessment cycle is intended to allow the dean and program coordinator time to reflect on the learning objectives, assessments, and changing needs of the department. Through this reflection and analysis, changes should be implemented for the next assessment cycle. This process of collection, assessment, analysis, reflection, development, and implementation will be continued across each assessment cycle to refine and improve the CRJBS program curriculum to keep pace with developments in the field of criminal justice and to maintain excellent academic standards.

Going Forward

The coordinator of the Criminal Justice Programs (online and face-to-face) will provide updated information regarding this assessment plan's development and implementation as it is available. The goal is to have all assessment tools standardized and in appendix form by August 2016. A secondary goal is to have uniformity across instructors in criminal justice, and SAS. This is particularly important for the online programs since the majority of instructors are adjuncts and are geographically diffuse.

2015 – 2016 Criminal Justice Program Assessment Report

1. Objective 1

a. Historical and Systemic Perspective (CRJ 2503)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalExam | 23 | 80.00 | 95.00 | 87.6522 | 4.76358 |
| Valid N (listwise) | 23 | | | | |

Student performance on their final exam in CRJ 2503 was a B+ on average. Students did well in comprehending and retaining historical information in criminal justice. The standard deviation is relatively small. This high performance can be maintained through continued use of modern approaches in addressing historical significance in criminal justice.

2. Objective 2

a. Crime and Criminal Behavior (CRJ 3023)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalPaper | 18 | 82.00 | 96.00 | 89.7222 | 3.21404 |
| Valid N (listwise) | 18 | | | | |

Student performance on the final paper in CRJ 3023 was a B+ on average. This indicates a solid understanding of the basic criminal offenses and other types of behavior exhibited by criminals. This also indicates a mastery of the concepts that explain society's response to criminal behavior. It is important to note here that students were not graded heavily on APA writing. APA writing is a continued need in SAS, and these grades and analysis do not reflect that.

3. Objective 3

a. Application of Theory and Policy (CRJ 3103)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalExam | 23 | 65.00 | 95.00 | 89.9130 | 7.63909 |
| Valid N (listwise) | 23 | | | | |

Student performance on the final exam of CRJ 3103 gives insight into the students' abilities to apply crime theory and policy. Student performance was a B+ on average. This indicates a well-rounded understanding of crime theory and policy, as well as their application of it in the real world.

4. Objective 4

a. Criminal Justice Administration and Public Discourse (CRJ 4303)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|---|---------|---------|---------|----------------|
| FinalExam | 9 | 80.00 | 96.00 | 89.1111 | 5.10990 |
| Valid N (listwise) | 9 | | | | |

Performance on the final exam in CRJ 4303 was a B+ on average. Students showed an ability to master the concepts of the administration of justice, as well as the public discourse of relevant current issues in criminal justice administration.

5. Objective 5

a. Critical Thinking Skills (CRJ 3503)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalExam | 12 | 70.00 | 96.00 | 85.9167 | 9.19939 |
| Valid N (listwise) | 12 | | | | |

Student's averaged a B on the final exam n CRJ 3503. This indicates a satisfactory mastery of the critical thinking skills necessary to succeed in CRJ 3503. Performance will be continually improved by presenting students with critical learning exercises.

6. Objective 6

a. Conduct and Interpret Research (CRJ 3103)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalPaper | 16 | 60.00 | 96.00 | 79.9375 | 11.25740 |
| Valid N (listwise) | 16 | | | | |

Student performance on the final paper in CRJ 3103 was a C+ on average. This indicates a need for improvement in conducting and interpreting criminal justice research. This is a known issue, and there are current efforts underway to bolster student performance in this arena. Currently being implemented is a research methodology course that will better measure students' performances in regard to Objective 6.

7. Overall Student Performance (Student Final Grade in Course)

a. Courses in this cycle: CRJ 2503, CRJ 3023, CRJ 3103, 3503, CRJ 4303

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| CRJ2503 | 25 | 70.00 | 95.00 | 87.4400 | 5.98665 |
| CRJ3023 | 17 | 80.00 | 95.00 | 88.1176 | 3.42568 |
| CRJ3103 | 21 | 9.00 | 95.00 | 85.8095 | 18.80324 |
| CRJ3503 | 12 | 50.00 | 99.00 | 81.0833 | 16.52248 |
| CRJ4303 | 9 | 50.00 | 95.00 | 82.4444 | 14.85018 |
| Valid N (listwise) | 8 | | | | |

Student performance was a B- in CRJ 3503 and 4303, indicating a need for improvement in overall student performance. Students have struggled with upper level writing requirements in SAS, this is a current focus on improvement within SAS. Students in CRJ 3103 averaged a B while students in CRJ 2503 & 3023 averaged a B+. These results indicate a need for continued improvement in student performance in upper divisional courses in the CRJ major.

D. English

Mission Statement

The English major encourages students to access and learn from robust resources within the study of our language and culture. Students receive training in critical reading, writing, and thinking as they explore the traditions of British, American, and global literary expression. The English major also explores the values of a traditional liberal arts education; the skills gained in the major provide vital preparation for business and professional careers, as well as for further academic work or artistic activities in graduate school.

Assessment Philosophy

Outcomes assessment is intended to enhance the learning experiences of current and future English Majors. The English program within SAS has developed learning objectives, described below, representing the essential knowledge base and required skills to prepare students to enter a diverse array of future careers or graduate school. The assessment program is designed to generate qualitative and quantitative information that will be used to identify the students' strengths and weaknesses, and will allow English faculty to identify program areas that need improvement. Once implemented, the baseline can be compared to future outcomes measures to continue to assess the effectiveness of the program.

The learning objectives below rely on a variety of objective measures including examinations, research papers, essays, and oral presentation assignments. Throughout the program, students are instructed to develop research and writing skills and to acquire strong knowledge of English, composition, and literature.

Learning Objectives Map

| Learning Outcome | Course |
|--|--|
| 1. Literary Coverage: Students will demonstrate familiarity with the major writers, historical periods, and genres of British and American literature, and demonstrate an awareness of the connection between texts and their historical and cultural context. | ENG 1113 ENG 1123 ENG 2323 ENG 2403 ENG 3233 ENG 3503 ENG 4523 ENG 4533 |
| 2. Literary Analysis: Students will demonstrate the ability to analyze and interpret a text with attention to its genre, formal and rhetorical features, and historical and cultural contexts. | ENG 3323 ENG 3563 ENG 3543 |
| 3. Theory and Critical Perspectives: Students will understand the history of critical theory and demonstrate the ability to apply theoretical approaches to texts. | ENG 2213 ENG 3503 ENG 3563 ENG 4523 |

| | |
|---|--|
| | ENG 4533 |
| 4. Linguistics: Students will demonstrate knowledge of the grammatical structure of English and recognition of standard and nonstandard varieties. | ENG 1113 ENG 1123 ENG 2213 ENG 3543 |
| 5. Rhetoric, Research, and Writing: Students will understand the writing process and use their understanding of audience, purpose, form, and other rhetorical concepts to produce rhetorically and stylistically effective writing. Additionally, students will demonstrate the ability to conduct research in the field and effectively incorporate this research into their analysis and writing. | ENG 2213 ENG 3423 ENG 3543 ENG 4523 ENG 4533 |

Assessment Plan

The English Program assessment plan focuses on five critical points in a student's progress through the major: 1) the conclusion of the introductory course, 2) the conclusion of ENG 3563 (The Novel) 3) the conclusion of the course on grammar (ENG 3503), 4) the conclusion of Advanced Composition (ENG 3543), 5) the quality of a senior paper/project, which is chosen by the English Program Coordinator.

Direct Assessment Instruments

- ENG 1113 – Rhetoric and Composition*

English 1113 is the first year composition course for most incoming freshmen. The course generally instructs students in writing university level essays, emphasizing different strategies for organization. Further emphasis is placed on the development of supporting information. Work with grammar and basic errors is expected at this level. Students are also introduced to the MLA research paper. This course will be assessed using the final exam and paper.
- ENG 1123 – Rhetoric and Literature*

ENG 1113 is an introduction to voices, styles, and structures of the creative essay. Discussions will address how rhetoric and literature creates an artistic space distinct from other forms of the written word. Students will analyze the readings closely, and demonstrate writing the essay with a focus on the imitations of the style, structure, syntax, and narrative devices found in the style. Students can also expect to do some brief writing exercises and at least one revision. This course will be assessed on the essays and their drafts. The final exam will also be utilized to assess this course.
- ENG 4533 – Major American Author*

ENG 4533 is designed to introduce the most important American writers from the Colonial Period to the present. This course will provide a limited study and introduction to the writer. There will be a robust exploration of several American authors in order to develop a strong base and exposure to American literature. This course will be assessed using the final exam and final paper.

Indirect Assessment Instruments

Students will be asked to complete a survey on the English program and the student engagement experience in the School of Arts & Sciences. The survey will be used to identify techniques and habits of the students, and their ability to retain the information in satisfaction of the learning objectives (PLOs) associated with the major and the SLOs of the institution.

2015 – 2016 English Program Assessment Report

1. Objective 1:

a. Literary Coverage (ENG 1113)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalPaper | 13 | 75.00 | 100.00 | 89.4615 | 7.04291 |
| Valid N (listwise) | 13 | | | | |

Student performance on the final paper in ENG 1113 was an B+ on average. The students in this course demonstrated a mastery of Objective 1 with a clear understanding on the variable coverage of the English language and composition.

2. Objective 2:

a. Literary Analysis (ENG 1123)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalGrade | 13 | .00 | 82.00 | 46.4615 | 29.71143 |
| Valid N (listwise) | 13 | | | | |

Student performance on their final grade in ENG 1123 was unsatisfactory with an average of F. This is in large part due to non-participation, which is demonstrated in the graph below. Furthermore, the standard deviation is inflated due to the number of non-participating students who did not drop the course.

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalGradeA | 13 | .00 | 82.00 | 46.4615 | 29.71143 |
| FinalGradeB | 10 | 32.00 | 82.00 | 59.0000 | 20.13841 |
| Valid N (listwise) | 10 | | | | |

After removing the outliers, the final grade in ENG 1123 does raise the average to a D-. This performance is still unsatisfactory. Students did not demonstrate an ability to master Objective 2. A focus on student participation and course curriculum is needed here.

3. Objective 3:

a. Theory and Critical Perspective (ENG 4533)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|---|---------|---------|---------|----------------|
| FinalPaper | 6 | 63.00 | 100.00 | 84.3333 | 14.32015 |
| Valid N (listwise) | 6 | | | | |

Students performed well on the final paper assignment in ENG 4533 with an average of B. Students demonstrated a clear understanding and application of theory and critical response

4. Objective 4:

a. Linguistics (ENG 1113)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|---|---------|---------|---------|----------------|
| ReflectionPaper | 9 | 50.00 | 97.00 | 81.4444 | 16.89757 |
| Valid N (listwise) | 9 | | | | |

Student performance on the reflection paper in ENG 1113 was satisfactory with an average of B-. There was a clear demonstration of grammatical structure and Objective 5.

5. Objective 5:

a. Rhetoric, Research, and Writing (ENG 4533)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|---|---------|---------|---------|----------------|
| FinalGrade | 6 | 34.00 | 100.00 | 77.0000 | 26.93696 |
| Valid N (listwise) | 6 | | | | |

The average final grade in ENG 4533 was a C+ demonstrating a passing and moderate mastery of the concepts in Objective 5. There were outliers on both ends of the grade, so none were removed. Additional focus on student engagement to reduce the number of missing assignments will help in raising the overall average of ENG 4533.

E. History

Mission Statement

The History Program in the School of Arts and Sciences encourages freedom of inquiry and academic excellence, while instilling in students an awareness of the Christian principles underlying the heritage of Constitutional self-government, free enterprise, community service, personal responsibility, and individual initiative. Because our free society can only maintain itself through the influence of an informed populace, the history program in SAS provides the students with a basic historic understanding of the leading characteristics of this republic within its historical, political, and geographical contexts. This historical understanding includes knowledge of the origins and development of our Constitutional form of self-government and our free enterprise system. Members of the history program will not only seek to explain the importance of these principles, but will seek to model them.

Goals

The history graduate must have developed basic hermeneutical skills and shown that he or she can practically apply them in research. The student must have the ability to clearly and logically express his or her findings in writing and in the proper format. The history graduate should also develop a high degree of self-understanding, including an awareness of his or her own biases, fundamental world view, and how that differs from those of the people he or she studies.

Assessment Philosophy

The purpose of assessing the history program is to ensure that all core and adjunct faculty are satisfying the course objects and institutional SLOs in instruction. It is hoped this program of assessment will allow the history faculty to identify weaknesses in the program and strengthen it to better equip students with the needed skills and knowledge.

Learning Objective Map

| Learning Outcome | Course |
|--|--------|
| Objective 1: Academic and Professional Integrity: Demonstrate understanding and application of proper historical methodology, demonstrate understanding and application of proper hermeneutical principles, demonstrate an avoidance of plagiarism | |
| Objective 2: Critical Thinking: Demonstrate understanding and application of proper historical methodology, demonstrate understanding and application of proper hermeneutical principles, | |

| | |
|---|--|
| demonstrate understanding and application of the basic principles of logic | |
| Objective 3: Knowledge of History: Demonstrate an accurate understanding of key historical personages demonstrate an accurate understanding of key historical events demonstrate an accurate understanding of key historical movements demonstrate an accurate understanding of key historical concepts demonstrate an accurate understanding of historical geography demonstrate an accurate understanding of the interaction of key historical personages, events, movements, concepts, and geography | |
| Objective 4: Communication: Demonstrate an ability to produce accurate and properly written historical essays and papers demonstrate an ability to contribute cogently to historical discussions demonstrate an ability to create and perform well produced and historically accurate audio visual presentations both face to face and online | |

Framework Rationale

In historical studies, academic and professional integrity are most easily measured in the areas of methodology, hermeneutics, and the avoidance of plagiarism. Critical thinking is demonstrated most effectively for historical studies, again by application of proper methodology and hermeneutics, but is also demonstrated in the avoidance of logical fallacies in the student or faculty member's presentations, contributions to discussions, and written communications.

Knowledge is the nexus for historical studies because history for human societies is analogous to memory in the individual, and functions a similar role. For this reason, historical knowledge is focused on key persons, events, movements, concepts, and places and the interactions of these elements. Communication is essential in history, it is a fundamental element of its practice. History without effective interpretation and presentation to an audience becomes mere antiquarianism. These elements, therefore, should and do constitute the conceptual framework for the History Program at University of the Southwest.

Direct Assessment Instruments

- *HIS 1203 –*

- *HIS 2103 -*
- *HIS 4403 -*

Indirect Assessment Instruments

We will conduct student satisfaction and knowledge retention surveys as students begin to transition out of the program during their senior year. These will be used in conjunction with direct measurements in order to supplement our course specific assessments.

Assessment Cycle and Timetable

In the beginning, the primary collection courses for this information will be the American History, World History, History of Christianity, Philosophies of History, and Historical Methods and Interpretation. This will begin in the summer of 2016. In these beginning assessments, there will be an effort to gather materials from the History of Christianity Courses. Overall, there is an effort by summer of 2018 to have implemented all the assessment tools fully.

2015 – 2016 History Program Assessment Report

1. Objective 1

a. Academic and Professional Integrity (HIS 1203)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalGrade | 11 | 19.00 | 78.00 | 53.3636 | 19.55133 |
| Valid N (listwise) | 11 | | | | |

Student performance in HIS 1203 was unsatisfactory, with an average performance of an F in the course. There is a serious need to evaluate the course curriculum to ensure that SAS is teaching HIS in a manner that is absorbed and retained by the students. Much of the issue is with student engagement, there needs to be further development of methods to improve student engagement and retention within HIS courses. This is an area of need in the current assessment cycle.

2. Objective 2

a. Critical Thinking (HIS 4403)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|---|---------|---------|---------|----------------|
| FinalGrade | 6 | 52.00 | 98.00 | 68.6667 | 15.51344 |
| Valid N (listwise) | 6 | | | | |

Student performance in HIS 4403 was unsatisfactory, with an average of a D+ in the course. This is an area of focus for improvement in the 2016 – 17 annual assessment process. The issue appears to be in student engagement and completion of work. When the students are engaged, their averages are substantially higher as indicated below:

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|---|---------|---------|---------|----------------|
| FinalGrade | 4 | 65.00 | 98.00 | 74.5000 | 15.75860 |
| Valid N (listwise) | 4 | | | | |

Once the outliers were removed (students that failed to complete more than half of the required work) the course performance raises to a C. This still indicates room for improvement.

3. Objective 3**a. Knowledge of History (HIS 2103)****Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalExam | 12 | 54.00 | 93.00 | 68.9167 | 12.67394 |
| Valid N (listwise) | 12 | | | | |

The students' average (D+) on the final exam in HIS 2103 is unsatisfactory. This indicates difficulty in expressing retained knowledge of History in HIS 2103. This is currently an area of focus for SAS in the 2016 – 17 cycle.

4. Objective 4**a. Communication (HIS 1203)****Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|----------------------|---|---------|---------|---------|----------------|
| FinalDiscussionGrade | 5 | 75.00 | 80.00 | 77.2000 | 2.16795 |
| Valid N (listwise) | 5 | | | | |

Overall student performance on discussion assignments in HIS 1203 is a C+. While this is an improvement over other areas currently being assessed in the History program, this C+ average is after the outliers have been removed. There were a total 7 zeros removed. This again indicates a lack of student engagement and involvement in the HIS program.

5. Overall Student Performance in History**a. Courses in Cycle: HIS 1203, HIS 2103, and HIS 4403)**

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| HIS4403 | 6 | 52.00 | 99.00 | 74.1667 | 19.67147 |
| HIS2103 | 14 | 20.00 | 92.00 | 72.7857 | 20.76676 |
| HIS1203 | 11 | 19.00 | 78.00 | 53.3636 | 19.55133 |
| Valid N (listwise) | 6 | | | | |

Students in HIS 4403 and 2103 each averaged a C in the course. This does indicate a need for improvement in this area, again, the biggest issue appears to be student engagement. Student performance in HIS 1203 is unsatisfactory with an average of F.

F. Psychology

Mission Statement

University of the Southwest School of Arts and Sciences offers programs in psychology designed for those interested in various mental health professions. The purpose of the program is to educate students about the science of psychology, and expose them to the skills and knowledge base necessary to succeed in professional careers related to the field, including:

- Broad exposure to the basic concepts, theories, findings, cultural, and ethical issues of psychology,
- Exposure to the role of research and its impact on the field of psychology,
- Strong critical thinking and written communication skills, and
- Applied experiences through internships and practicum opportunities with partnering community organizations.

Assessment Philosophy

Assessment of student learning based on pre-determined outcomes is intended to align the knowledge gained and experiences of students in the undergraduate psychology program with those objectives expected in psychological professions and graduate school. Assessment of these outcomes will provide unbiased reports of individual student progress, as well as the strengths and weaknesses of the program as a whole, both linearly and over time. The learning objectives of the undergraduate psychology program are informed by the undergraduate program goals, and objectives outlined by the American Psychological Association.

Learning objectives for the undergraduate psychology program will be measured through student's completion of course projects, research papers, and class presentations related to various assignments. All identified assessment assignments will be designed specifically to move students through the understanding of theories, current diagnostic elements and tools, and current research in the discipline. As a requirement of the capstone course currently in development, an in-depth knowledge of a particular problem or issue in the field will be required. A research paper will be the means of assessing that knowledge, as well as measuring the students' skills in research and writing. Results for the assessment of the capstone research paper performance will have implications for future capstone curriculum, as well as that of the lower-level courses in the program, where students are expected to have developed their research, writing and critical thinking skills.

Learning Objectives Map

| Learning Objective | Related Courses |
|---|--|
| 1) Knowledge Base in Psychology: Describe key concepts, principles, and overarching themes in psychology, as well as working knowledge of psychology's content domains. | PSY 1103, PSY 3513, PSY 4203, PSY 4213 |
| 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. | PSY 3113, PSY 4203, PSY 4423 |
| 3) Ethical and Social Responsibility: Apply ethical standards to evaluate psychological science and practice, and adopt values to build community at multiple social levels. | PSY 3503, PSY 4203, PSY 4423 |
| 4) Communication: Demonstrate effective writing and presentation skills to interact well with others. | PSY 3113, PSY 4213, PSY 4423 |
| 5) Professional Development: Exhibit self-efficacy and self-regulation, and define a meaning professional direction following graduation. | PSY 4213, PSY 4423, PSY 4203 |

Assessment Plan

The Psychology Program assessment plan focuses on five critical points in a student's progress through the major: **1)** the conclusion of the introductory course, **2)** the conclusion of the course on Theories of Psychology (PSY 4213) **3)** the conclusion of the course on ethics, **4)** the conclusion of research methods, **5)** the quality of a senior paper/project, which is the capstone experience. All students must complete, and participate in the anticipated senior capstone experience. While this course is being implemented, samples of senior level writing will be selected from the student's work and will be used in lieu of the capstone paper for immediate assessment purposes.

Direct Assessment Instruments

- *PSY 1103 – General Psychology*

The goal of PSY 1103 is to familiarize the student with institutions and functions of modern psychology. Also, the student is familiarized on the use of data, research, and theory in

psychological research. A standardized pretest and posttest will be used to assess student outcomes. The test will be a multiple choice and short essay format. The tests will be graded using a standard rubric. Learning outcomes will be attached to specific questions and tracked. The assessment tool utilized may be the first and last exam in the course.

- **PSY 3113 – Cognition and Learning**

The goal of PSY 3113 is to explore the scientific investigation of learning and cognition, reviewing the history, methods, results, and conclusions of this field of inquiry. As well, a survey of the issues of human memory with emphasis on contemporary theories of cognition, attention, encoding, storage, and retrieval. We will assess the course through the final exam. The final exam will be developed by instructors in accordance with the goals of the learning objectives. It measures the specific learning outcomes of the major, and will be evaluated according to a standardized rubric.

- **PSY 3503 – Social Psychology**

PSY 3503 is the study of institutions, communications, beliefs, and value systems, and other aspects of social organization as these affect individual and societal behavior. The students will explore the psychology of socialization and behavior within social groups. We will assess the course through the final exam. The final exam will be developed by instructors in accordance with the goals of the learning objectives. It measures the specific learning outcomes of the major, and will be evaluated according to a standardized rubric.

- **PSY 3513 – History of Psychology**

Students in PSY 3513 will explore a survey of the history of psychology with emphasis on the evolution of psychological “schools.” The students will develop an understanding of the various stages that the field of psychology has evolved through. The emphasis on psychology education will help the student to explore the various schools of thought in psychological research and education. We will assess the course through the final exam, term paper, and presentation. The final exam will be developed by instructors in accordance with the goals of the learning objectives. It measures the specific learning outcomes of the major, and will be evaluated according to a standardized rubric.

- **PSY 4203 – Abnormal Psychology**

PSY 4203 provides an examination of the various psychological disorders as well as

theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. PSY 4203 will be assessed using the student's earned score on the class' final paper, final exam, and professional presentation.

- *PSY 4213 – Theories of Psychology*

The goal of PSY 4203 is to guide the student through the process of theory formation and testing. Additionally, the goal is to familiarize the student with historical and modern psychological theories and their critical application in the field of psychology. The student will be able to critically analyze the social and behavioral world within the framework of various theories. We will assess the course through the final exam and the term paper. The final exam will be developed by instructors in accordance with the goals of the learning objectives. It measures the specific learning outcomes of the major, and will be evaluated according to a standardized rubric.

- *PSY 4423 – Introduction to Research in the Behavioral Sciences*

The purpose of PSY 4423 is to expose the student to basic and advanced research methodologies. The student will learn how to critically analyze academic research papers, and design and implement a research proposal. We will assess the course through the final exam. The final exam will be developed by instructors in accordance with the goals of the learning objectives. It measures the specific learning outcomes of the major, and will be evaluated according to a standardized rubric. The purpose of evaluating the final exam in a research methodology course, instead of the research proposal, is to gain a higher level sample of the student's ability to design and implement a research proposal. The goal in assessing the final exam in PSY 4423 is to ensure that the student has mastered the basic foundation for conducting original research, or research analysis.

- *PSY 4XXX – Psychology Capstone*

PSY 4XXX is the capstone experiences to the major. The course asks the student to design an original research proposal and carry that work out in so much as that is possible. The course is currently being developed, in place of the capstone project, samples of the student's senior level writing will be selected in order to begin collecting data immediately.

Indirect Assessment Instruments

Students will be asked to complete a survey on Psychology and the student engagement experience in the School of Arts & Sciences. The survey will be used to identify techniques and habits of the students, and their ability to retain the information in satisfaction of the learning objectives (PLOs) associated with the major and the SLOs of the institution.

2016 Psychology Program Assessment Report

5. Objective 1

a. Knowledgebase in Psychology (PSY 4213)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Final Exam | 14 | 32 | 100 | 81.71 | 20.379 |
| FinalPaper | 15 | 90 | 100 | 96.33 | 2.968 |
| Valid N (listwise) | 13 | | | | |

Student performance on the final exam in PSY 4213 was a B- on average. This average for the class indicates a need to focus on development of base knowledge in the Psychology program. This is particularly important during the introductory classes as well as in PSY 4213. It is important to note that the standard deviation of the final exam grade is enlarged by a couple of exam outliers, particularly a 32% on the final exam, the minimum grade received by a student.

6. Objective 2

a. Scientific Inquiry and Critical Thinking (PSY 4203)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| FinalPaper | 10 | 79.00 | 96.00 | 83.0000 | 5.22813 |
| Valid N (listwise) | 10 | | | | |

Student performance on the final paper was a B- on average. This average for the class indicates a need to focus on development of critical thinking skills. Also, there should be a continued focus on the development of the undergraduate English composition courses. Introducing SAS students to APA as early as possible will allow students to have the tools necessary to do well in this area.

7. Objective 3

a. Ethical and Social Responsibility (PSY 4213)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Final Exam | 14 | 32 | 100 | 81.71 | 20.379 |
| FinalPaper | 15 | 90 | 100 | 96.33 | 2.968 |
| Valid N (listwise) | 13 | | | | |

The final paper in PSY 4213 was used to assess ethical and social responsibilities. Student performances on the final paper were an A on average. Students demonstrated an understanding of psychological theories within an ethically and socially responsible framework consistently. The final paper prompt and rubric is on file with the program coordinator.

8. Objective 4

a. Communication (PSY 3513)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|---|---------|---------|---------|----------------|
| FinalPresentation | 9 | 79.00 | 99.00 | 91.2222 | 6.22049 |
| Valid N (listwise) | 9 | | | | |

Students' final professional presentation in PSY 3513 was used to assess communication. Student performance in communication during this course averaged an A-. Students in the psychology program are effective communicators on the average. A continued focus on maintaining effective professional communication will help raise the bar for students who do struggle in this area.

9. Objective 5

a. Professional Development (PSY 4203)

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------|----|---------|---------|---------|----------------|
| CaseStudyPresentation | 10 | 90.00 | 100.00 | 95.0000 | 3.33333 |
| Valid N (listwise) | 10 | | | | |

Students consistently performed well presenting their ideas in a professional setting. Students demonstrated mastery of this objective by earning an A on average in their case study presentations in PSY 4203. The performance on their case study presentations in PSY 4203 is similar to the high communication scores the students demonstrated in PSY 4203 (see objective 4).

10. Overall Student Performance (Student Final Grade in Course)

a. Courses in this cycle: PSY 4213, PSY 4203, PSY 3513

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| PSY_4213 | 16 | 39.00 | 95.00 | 74.3750 | 15.27471 |
| PSY_4203 | 11 | 34.00 | 98.00 | 78.0909 | 18.54430 |
| PSY_3513 | 9 | 73.00 | 96.00 | 87.8889 | 6.48931 |
| Valid N (listwise) | 8 | | | | |

Student performance in PSY 4213 and 4203 is a C on average, while PSY 3515 final grades averaged a B+. It is important to note the grade outliers in PSY 4213 and 4203 that inflate the standard deviation. Below is student performance in PSY 4213 and 4203 with one outlying case removed from each course (39% and 34% respectively).

b. Student Final Grade in Course for PSY 4213 & 4203 without Outliers

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| PSY_4213 | 15 | 59.00 | 95.00 | 76.7333 | 12.43536 |
| PSY_4203 | 10 | 64.00 | 98.00 | 82.5000 | 12.02082 |
| Valid N (listwise) | 9 | | | | |

By removing the two outliers, average student overall performance in PSY 4213 & 4203 increases. The final grade in PSY 4213 increases to C+ on average. PSY 4203 student overall performance increases to a B- on average, with the outliers removed. There were no outliers to remove from the PSY 3513 data.

G. Conclusions of Assessment: Identified Needs for Improvement

The following summarizes the assessment conclusions for SAS programming:

- In biology programming, an unsuccessful faculty member negatively impacted the outcomes of student success. In an effort to address this instructional issue, the faculty member's contract was not renewed. Changes in academic personnel are expected to alleviate these concerns.
- In biology programming, assessment data must be collected from other courses beyond the introductory-level biology programming. Entry-level courses include data from non-major students, which skews our picture of student performance in majors. Additionally, SAS wants a historical picture of student development over time.
- Standard deviation numbers are inflated in several program numbers due to students not completing coursework. Based on narrative feedback from faculty, students taking many of these courses are satisfying core course requirements. Therefore, data is not consistent with the knowledge gained by students majoring in the SAS programs.
- There are consistent issues regarding student engagement in courses. While the non-major students do impact this data, it is important that all students at the university participate effectively in class time and complete assignments as required. This is an area of concern in several SAS degree assessments, particularly in history programming, English programming, and Christian studies.
- SAS students need to increase their knowledge and use of appropriate academic writing skills. Criminal justice and psychology assessment both reflected a need for students to be better able to assimilate and report on research data, as well as more effectively utilize APA formatting.
- Each SAS program is developing research-based courses to bolster the academic preparation of students majoring in the SAS areas of study. While these are in the process of development, they will be included in future assessment of the programs.
- There is a lack of growth, lack of student interest, and lack of purpose for the social sciences degree program. Data for this degree program can only be the allocation of data collected for history, criminal justice, and psychology programs. The social sciences degree is now a collection of courses from these three majors.
- Based on this initial assessment, some SAS programs need to identify specific assignments and assessment tools designed to directly address program objectives.
- While several SAS programs have established or are working to establish internship opportunities for students majoring in SAS programming, these are opportunities that should be part of every SAS program in the near future.

Course Coverage

| School of Arts and Sciences - 2015 - 2016 FY Faculty Course Coverage | | | | | | | | | | | |
|--|----------------|-----------------------|-------------------------|-------------------|-------|--------------------------------|------|--------|------------------------|---------------|---------------|
| Faculty Member | Highest Degree | Primary Academic Area | Secondary Academic Area | Area of Expertise | Level | Student Credit Hour Production | | | Credit Hour Production | Load Factor 2 | Load Factor 1 |
| | | | | | | Summer | Fall | Spring | | | |
| | | | | | | UG | UG | UG | | | |
| | | | | | | | | | | | |
| Brown, Kenneth | MFA | Fine Arts | Commun. | Fine Arts | Assis | 9 | 240 | 102 | 351 | 117 | 7 |
| Chary, Parvathi | PhD | Biology | Chemistry | Biology | Assc | 0 | 54 | 64 | 118 | 39 | 2 |
| Wu, Yusheng | PhD | Biology | Chemistry | Biology | Assc | 36 | 409 | 273 | 718 | 239 | 14 |
| Hull, Susan | EdD | Religion | Education | Missions | Assis | 12 | 225 | 174 | 411 | 137 | 8 |
| Kautz, Kay | EdD | Sociology | History | Anthropol | Assc | 0 | 114 | 126 | 240 | 80 | 5 |
| Kirkpatrick, Danny | PhD | Religion | English | Senior Pastor | Inst | 18 | 339 | 168 | 525 | 175 | 10 |
| McMahan, Jill | EdD | English | Education | Educator | Assis | 0 | 69 | 141 | 210 | 70 | 4 |
| Pace, Ronnie | MS | Mental Health | Psychology | Counseling | Assis | 33 | 168 | 222 | 423 | 141 | 8 |
| Palmer, Elyn | PhD | Psycholog y | English | Counseling | Assis | 0 | 180 | 144 | 324 | 108 | 6 |
| Sumruld, Bill | PhD | History | Religion | Educator | Prof | 0 | 120 | 111 | 231 | 77 | 5 |
| Trout, Richard | MA | English | Commun | Journalist | Instr | 3 | 303 | 255 | 561 | 187 | 11 |

| | | | | | | | | | | | |
|--------------------|-----|---------------------|---------------------|------------|------|----|-----|-----|-----|-----|----|
| Westbrook, Mike | PhD | Mental Health | Psychology | Counseling | Assc | 0 | 27 | 0 | 27 | 9 | 1 |
| Eicke, Dustin | MS | Criminal Justice | Higher Education | Educator | Inst | 27 | 291 | 339 | 657 | 219 | 13 |

*Factor Load 1 is Total Credit Production/17 (17:1 Student Ratio) for Number of Courses Taught

**Factor Load 2 is Credits/3 for Total number of Students

Course development utilizes an optimum average class size of 17 students per course to measure the academic credit productivity of all SAS 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 SAS are determined based on multiple priorities. While SAS maintains a course rotation for all majors housed within the School, SAS is also responsible for providing necessary core courses (and oftentimes unique, single-class offerings) for students from one of the other two Schools 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 the 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.

Data reflects course coverage and faculty production of SAS full-time faculty in AY 15-16.

Plans for the Future

This annual report not only informed programming decisions made for the upcoming school year, but also highlighted areas in which SAS intends to begin collecting data in order to inform future decisions related to programming and student needs. Program changes, deletions, or additions should be based on the empirical data collected by faculty in the form of various coursework assessments, quantifiable data collected from the USW tracking software, and the needs of the surrounding regions and potential student populations (as discovered through data collection surveys, interviews, etc.). It is a priority of SAS that all future efforts be informed by data in an effort to build programming, support students appropriately, and design successes for both students and the institution as a whole.

2016-2017 Changes to SAS Programming

Based on data collected, SAS is implementing the following for the 2016-2017 Academic Year:

- Due to lack of student interest, as well as lack of professional demand, the social sciences degree plan will be discontinued. The existing criminal justice, psychology, and history degree plans provide more directed foci of study in the social sciences fields, effectively rendering the existing social science degree plan as redundant. Students will still be able to earn a minor in social sciences.
- Expand all program-level assessments to include data for linear as well as historical data collection so that administration has a robust picture of SAS programming.
- Continue identifying sources for student internships and volunteer efforts.
- To increase student engagement, faculty will participate in professional development activities each month during faculty meetings to implement, assess, and report on student engagement strategies used during classes. It is expected that all instructors will learn from these experiences and implement new strategies for class discussions.
- The addition of a mathematics faculty member. Adjunct instructors historically taught all mathematics courses. All university students require mathematics credits in their degree plan cores; additionally, students need stronger grasps of statistical research as they move toward graduate-level studies. It is an overall goal of SAS to have every student experience research during the undergraduate studies. Programming is lacking in the area of mathematics, and SAS requires expertise in this field.
- Because SAS is emphasizing student preparation for the future, it is necessary to survey SAS graduates following their matriculation from the University. It is expected that this data will become part of this annual report in the future. Additionally, the Student Support Director for

SAS will implement this year a plan for monitoring all SAS students' efforts to prepare for either graduate school or employment in an effort to garner high percentages of students in both areas following graduation.

- While students are meeting objectives in SAS programming, improvement is needed. SAS will implement a student tutoring program to be managed by the Student Support Director in an effort to increase student accomplishments regarding curriculum goals and objectives. This tutoring strategy is expected to address concerns in student engagement and attendance in SAS courses.
- SAS anticipates creating learning objectives and goals for the common core (or general course requirements) for all university students. Once a separate assessment is established for students completing core courses, the assessment results for SAS programming should be more directed to those students majoring in these programs.
- SAS undergraduate programming is continuing to increase in validity and reliability. Future plans include data collection related to potential graduate programming. Local organizations recently approached SAS with interest in additional programming in both criminal justice and psychology fields. Additional research and communication with these entities will help to shape the potential of adding graduate programming to SAS.