

University of the Southwest
School of Arts & Sciences
2017 – 2018 Annual Report

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Executive Summary

This report is intended to provide an overview for program-level assessment in all SAS programming. Results of assessments focus predominantly on course delivery, student performance, and actual course assessment by faculty members. This information is necessary to better improve course instruction. Moving forward, however, assessment will include not only these components, but also an assessment of students' mastery of each program's learning objectives. Faculty assessment may not be rigorous enough. In addition, students show a lack of basic academic tools (i.e., study skills, test strategies, etc.). And still a concern, ongoing low enrollment in history requires the School of Arts and Sciences (SAS) to implement alternative strategies to create more attractive academic programming for students.

Informed by these findings, future plans for SAS include designing and implementing a grading philosophy across all SAS disciplines. Additionally, monthly meetings will again highlight pedagogical strategies to be utilized in classrooms for enhanced student engagement. To address student study habits the University academic counselor and the director of student support will provide all students on campus with workshops designed to increase academic skills necessary to succeed in undergraduate as well as graduate education. As a natural follow-up to this, these offices will continue to collect data on post-graduate matriculation of SAS students upon degree completion.

With the growth of SAS and SAS programming, there needs to be a focus on purposeful consistency from one section of a course to another, as well as from one course in a program to another; program coordinators will work with faculty to emphasize cohesion in programming as well as assessment.

A final note regarding assessment, the next year's plan will include a completed SAS Strategic Plan, indication of clear Key Performance Indicators for all SAS disciplines, and a marriage of assessment focused on instructional strategies as well as learning objectives for all programming.

Action Updates Based on Previous Assessment Data

Review of AY16-17 Annual Report Data Conclusions:

Data from the previous year reflected the following:

- Broad student performance results in all disciplines. Strategies must be identified to address these at-risk students.
 - In addition to emails/texts for those students performing below a C average and the “next step” preparation of the Academic Counselor, the SAS faculty and strategic planning committee must brainstorm additional intervention strategies for student success.
- A need to redesign the programming in the area of English to attract more students to the major.
- While the assessment process used to generate this annual report is a strong step in the right direction, faculty must continue to refine this process.
- Faculty have an ongoing and continued need for professional development opportunities both in pedagogical strategies and within their identified disciplines.
- As SAS refined its focus to successful student matriculation to graduate school/employment, each discipline should continue taking steps to create internships for junior and senior students preparing to graduate from the University.

Addressing 2016-2017 Areas of Weakness:

The 2016-2017 School of Arts and Sciences (SAS) annual report identified the need for improvement in the management of those students identified as academically “at-risk,” as well as improvement in overall student engagement. In addition, SAS programming recognized a need to re-imagine the English and the history degree programs. The AY 16-17 specifically highlighted the English programming. SAS implemented the following programs and strategies to address these concerns:

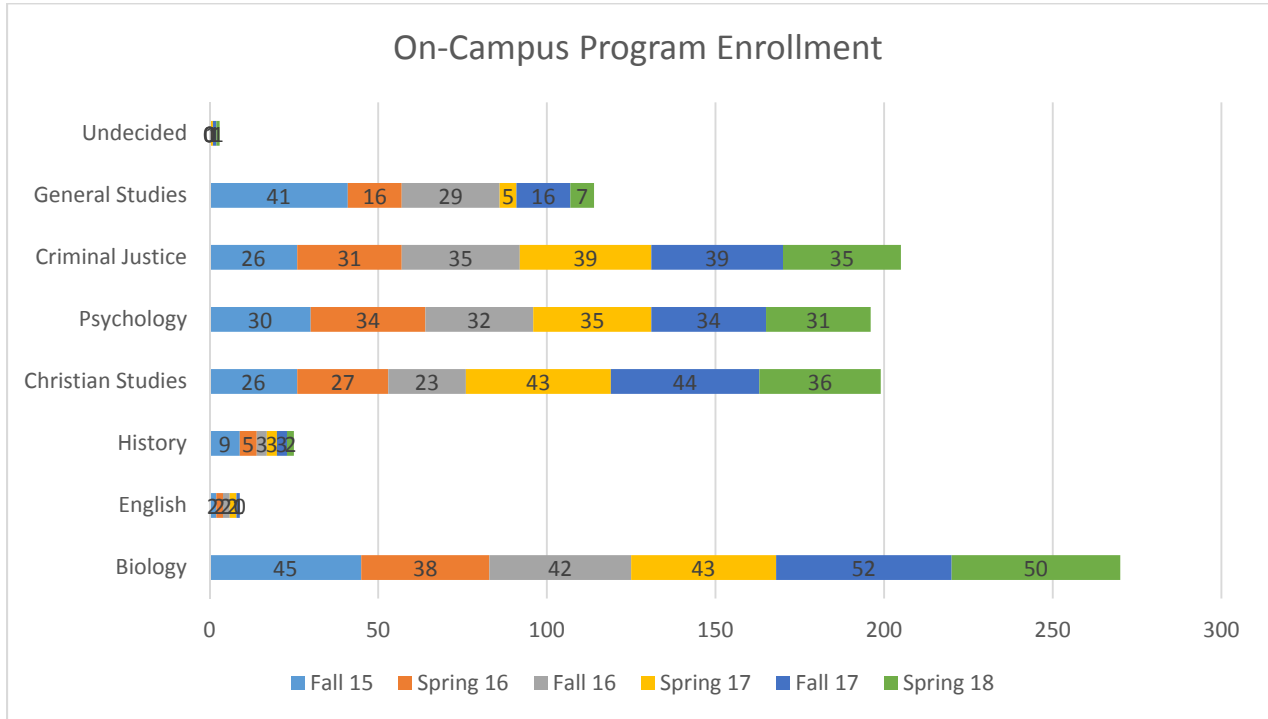
- SAS worked with the other academic departments to implement a University-wide at-risk management system. This system allows faculty to identify an at-risk student early in the semester, and requires the student to take action regarding his/her performance. Athletic teams joined the process, and do not allow athletes to complete until all academic concerns are addressed. In SAS the pass rate of students increased from 88 percent to 95 percent of all students in SAS courses.
- Continuation of Tutoring program: In AY 15-16 SAS implemented a student tutoring program through the office of SAS Student Support. The program utilized students with collective GPAs of 3.0 to act as peer tutors for all University students. All academic areas had identified tutors, and all tutoring sessions were coordinated through the SAS Director of Student Support.
- SAS faculty developed and launched a First-Generation Student support group for any students interested in participating. The goal of this committee is to acclimate students to the hidden rules and expectations of University life, prepare the students for University study, and help students to transition to the next stage of development following completion of a bachelor's degree.
- SAS hired an Assistant Professor of Communications to work closely with our existing full-time English faculty member to create an academic and professional identity for the English program and its majors. Additionally, the degree plan was expanded to include an emphasis in communications, with the intention of attracting more students to the Bachelor of Arts degree. At the completion of AY 16-17, the program boasted approximately 10 students either majoring or minoring in communications.
- The following improvements to the assessment process were added in AY 17-18:
 - Program coordinators worked with full-time faculty to identify required assignments for courses. Assignments were identified, tied to learning objectives, and will be

collected each time the course is offered so that there is consistent data collection across the multiple sections of each course.

- Each discipline's program coordinator continued to refine the assessment maps according to the identified assessment plan.
- To further strengthen professional development opportunities, SAS created a faculty-led committee to review and award two to three grants each semester for conference and travel expenses related to continuing education. Faculty voted on the process for professional development grant approval, and successfully awarded 5 grants in AY 17-18.
- Multiple A&S degree plans were modified to include courses relevant to current issues in each area's respective field. Additionally, internships were added in the soft science programming. Some A&S programs are establishing students in summer internships in order to provide student experiences in field-related work environments.

In addition to addressing the above concerns, the AY 16-17 strategic planning committee began the planning process with a brainstorming activity to include all A&S faculty. The 17-18 year ended with the committee having identified goals and objectives. AY 17-18 will conclude this more in-depth, holistic approach to strategic planning. The document will be completed and distributed to all A&S faculty and staff. This document will inform decision-making moving forward.

Enrollment



Program enrollment remains consistent in all existing disciplines. The AY 18-19 will see the start of the Communications emphasis in the English degree; it is hoped this new academic path will attract a new student population to the arts. General Studies continues to show a large number of majors in the fall and fewer in the spring. This is consistent with the purpose of this major. It is not a desirable plan for traditional students, but rather an option for those wishing to complete a bachelor's degree. SAS works to keep this number of majors as low as possible.

The number of history majors continues to be a concern. This major has not acquired any new student interest and is graduating its final students in the near future. It is important that SAS faculty and administration consider alternative areas of focus for the history degree plan in an effort to attract a larger student population.

Retention, Persistence, and Graduation

Retention and persistence data collected for SAS programming is divided into 10 program areas; biology and psychology programming both include three areas of degree emphasis. Previous data collection reflected an 86% retention report for students in SAS courses and programs. Consistent with a University-wide effort to identify at-risk students early and improve overall retention and persistence, SAS implemented an at-risk reporting tool for AY 17-18.

The at-risk tool is provided to all instructors at strategic times in courses: one-quarter of the way through the course, halfway through the course, when three-quarters of the course is complete, and the final week of instruction prior to finals. Each time faculty are provided with the tool they report the progress of every student in the course. Students are identified as either progressing satisfactorily, in danger of becoming at-risk (missing assignments, low attendance, or a low course average), or identified as at-risk (a D average in major/minor courses, or an F average in general education courses). Student may be identified as at-risk if they remain in danger of at-risk status for two consecutive reporting periods.

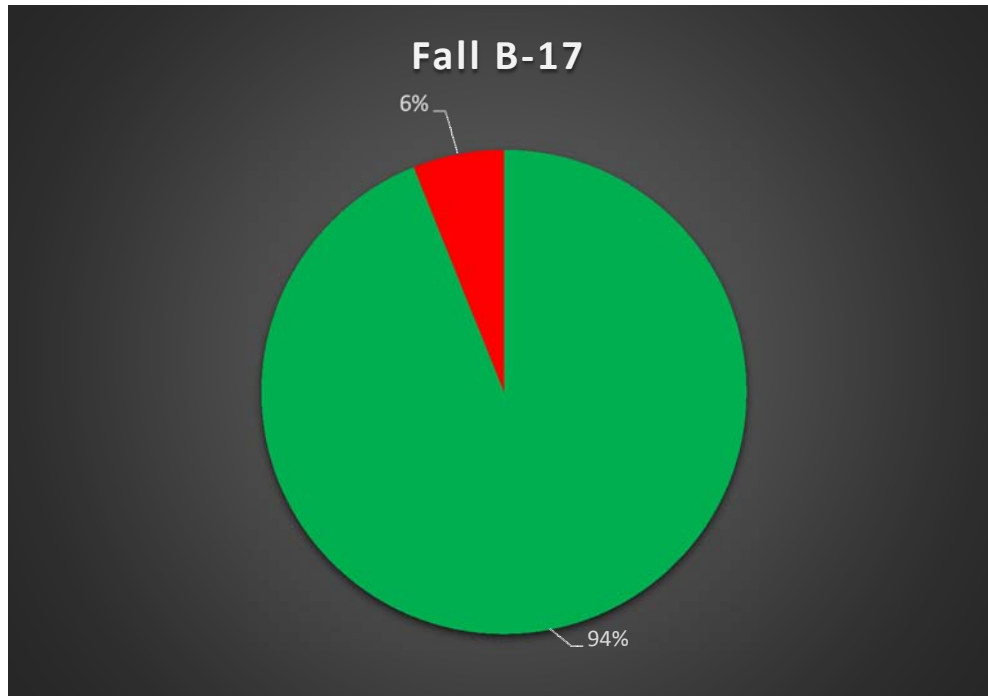
The information from this tool is then provided to student support directors and coaches across the campus. Directors reach out to students offering tutoring, additional contact with instructors, and any other help students might need. The athletic department supports this effort by “benching” at-risk students until all academic issues are resolved. The following graphs reflect the final at-risk report for each of the Fall semesters:

Fall-17 Total



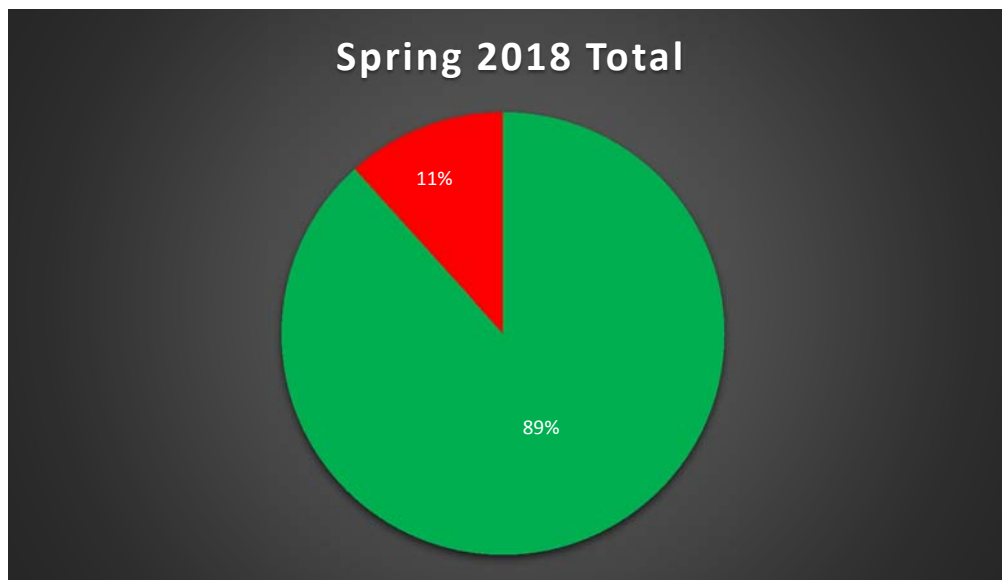
Fall A-17 Total



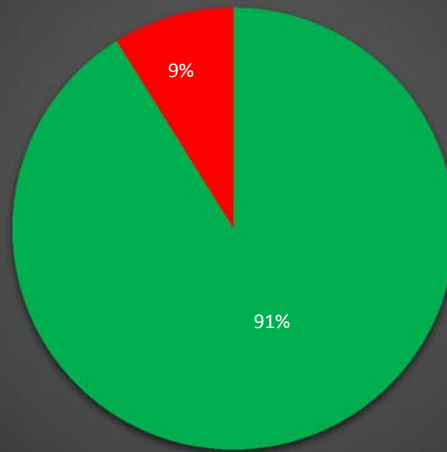


Results from this tool reflect a 95% pass rate in the Fall semester, as well as a 94% pass rate in the online (Fall A and Fall B) semesters.

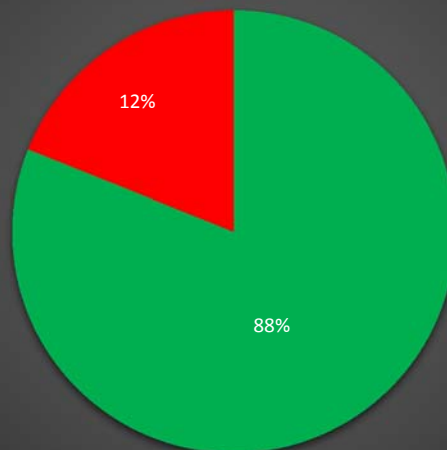
The Spring 2018 at-risk tool showed the following:



Spring 2018 A Total



Spring 2018 B Total



While results were slightly lower than in the Fall semester, students reported the at-risk list as a strong tool. The list motivates the students to be aware of their academic progress, and it is expected this tool will ultimately provide a positive impact on the retention and persistence of USW students.

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 AY17-18 include the following:

Dustin Eicke:

- Bista, K., Garcia, H., McNaughtan, J., & Eicke, D. (2018). *Global perspectives on international student experiences in higher education*. Sl.: Routledge.
- Garcia, H., McNaughtan, J., Eicke, D., Lee, X., (2018). Engaging international students at community colleges: Understanding the role of institutional support structures. *Journal of Applied Research in the Community College (JARCC)*.
- Garcia, H., McNaughtan, J., Eicke, D., & Hardwood, Y. (2018). *Administrative perspectives on dual credit (USA, Tower Center Policy Briefs)*. Dallas, TX: SMU.
- Eicke, Dustin (2018). Latin American student success in the United States: A case study in New Mexico, USA, *Comparative & International Education Society (CIES)*, Mexico City, Mexico. March 28th, 2018. Mexico. CIES.
- Global Perspectives on International Student Experiences. CIES 2019. Invitation received July 2018. Book Launch Panel Speaker. San Francisco, CA.

Danny Kirkpatrick:

- Kirkpatrick, Daniel. *Monergism or Synergism: Is Salvation Cooperative or the Work of God Alone?* Eugene: Pickwick Publications, Jan. 2018.
- “Determining Essentials and Comparison Models for Prison Seminaries.” Summit of Prison Seminaries. New Orleans Baptist Theological Seminary. May 31, 2018
- “A Case for Regeneration Preceding Conversion: A Response to ‘Traditional’ Criticisms of the ‘New’ Calvinism.” Evangelical Theological Society Annual Meeting of the Southwest Region, March 2-3, 2018.

- “Our Past, Present, and Future of the Lea County Correctional Facility “Seminary” Program, New Mexico Correction’s Chaplains, Albuquerque, NM December 13, 2017

Susan Hull:

- Attended Ken Ham's lecture at The Creation Museum about Science and the Bible
- Attended Dr. Georgia Purdom's lecture at The Creation Museum about Biology and the Bible
- Experienced the Ark Encounter in Kentucky
- Walked through the "7 C's of Scripture" at The Creation Museum
- Subscribed to and actively reading the Answers in Genesis (science and Bible peer-reviewed journal)
- Subscribed to and actively reading Acts and Facts (Biblically sound science peer-reviewed journal)
- Participated in The Armor of God Bible Study at church
- Participated in Whisper Bible Study at church
- Participated in Counter Culture Bible Study at church
- Servant Leadership projects at Sivells Camp
- Servant Leadership projects during VBS at Bethel Baptist Church
- Participated in Cowboy Camp near Mosquero, NM
- Participated in the Decision Tour: Texas with Franklin Graham
- Participated in the Decision Tour: Northwest with Franklin Graham
- Read the following missionary stories:
 - Loren Cunningham
 - Sadhu Sundar Singh
 - Florence Young
 - Mildred Cable
 - Charles Mulli
 - Light this Window
 - Ida Scudder
- Developed Real Reel Faith course with professors in the English Department
- Developed Discovering the Intersection of Theology and Science course with Dr. Hendon

- Developed Women of the Bible and Contemporary Times
- Action Research on Chronological Bible Storying at Bethel Baptist Church

Jenelle Job:

- Program coordination for Psychology
 - Responsibilities include academic advising, degree plan audits, updating the webpage, providing APA trainings, course rotation schedule creation, preparation and instruction for 13 undergraduate courses
 - With Dean approval, hired two new adjunct professors with specialty in social psychology and human sexuality
- Trainings for Licensure as a Licensed Specialist in School Psychology include 20 hours continuing education annually (3 hours in Ethics and Cultural Competency)
 - Certified Trauma Specialist-Family Course completion in Albuquerque, NM (December 2017)
- Title IX coordination
 - Responsibilities include case management, form creation, policy and procedure writing, investigation, provision of interim measures, report writing and dissemination, maintenance of records and annual trainings for students, faculty and staff
 - Title IX Faculty & Staff training with case questions in September 2017
 - Title IX Student training with case questions in October 2017
 - Attendance and training at the Council for Christian Colleges and Universities Annual International Conference in Dallas, TX (January 2018)
- Coordinator of Assessment within the School of Arts & Sciences
 - Creation of an assessment plan for 2017-2018
 - Data collection and analysis at course and program levels with comprehensive report written for the Dean
 - Lead program coordinators in the creation of learning objective maps
 - Evaluation of assessment practices across programs, courses and instructors
 - Revision of end of course surveys with implementation planned for Fall 2018
 - In progress: creation of a 3-year strategic plan for assessment
- Sigma Tau Delta co-coordination including student mentorship

- Committee member for the development of the School of Arts & Sciences Strategic Plan, mission statement, and school-wide goals and objectives
- Lead faculty on website updates including faculty and staff biographies, program pages and working with IT for additions and deletions
- Chapel Speaker to USW community in October 2017
- Drug & Alcohol Panel Speaker in November 2017
- Faculty Interviewer for student workshop on job application and interviewing put on by Mr. Brian Arnold, Career and Academic Services Advisor in May 2018
- Chair of the Campus Safety Task Force including writing for and compiling the Campus Security & Fire Safety Report 2016-2017 and update in 2017-2018
- Collection and inputting of Crime Statistics for the University of the Southwest and City of Hobbs data entry on the Department of Education website
- Drug & Alcohol Awareness and Prevention Biennial Review Team member including creating the template for the review report and writing/editing sections on education, drug & alcohol policies, federal, state, and local legal sanctions, and introduction
- Member of the Mental Health Team including creation of a Crisis Response guide and aftercare agency referral form (until January 2018)
- Hiring Committee team member:
 - University Counselor position (2017)
 - Criminal Justice (2018)
 - Communications & Technical Writing (2018)
- Arts & Sciences Professional Development Committee member
 - Review of colleague proposals for professional development funding
 - Creation of a professional development form for fund requests
- On-site Research Coordinator for a collaborative project with the University of Minnesota investigating an intervention targeted at the improvement of executive functioning and self-regulation skills of children enrolled in HeadStart programs at 2 local schools
- Submission for publication to the Journal of Developmental Disabilities (In review)

Yusheng Wu:

- The workshop for fostering retention in STEM disciplines at minority serving institution at Tuskegee University May 23-26, 2018
- The 60-minute webinar meeting with Nathan Jensen, Cengage Representative, to learn about Cengage Unlimited on Friday August 3, 2018
- The 60-minute webinar meeting with Alex Pooler, Cengage Online Training to receive the further training about Cengage Unlimited on Tuesday August 7, 2018
- The 60-minute webinars (three sessions) hosted by Dr. Ryan Tipton, Dean of School of Business at USW to explore and utilize the resources on Cengage Unlimited in our courses Fall 2018. The sessions took place on July 17, August 1, and August 8 2018

SAS Assessment (2017-2018)

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, scholarship, and Christian service. SAS seeks to encourage the growth of the arts and sciences on our campus and in our community. SAS faculty aims to support personal student growth, life-long learning, and professional fulfillment. The SAS faculty intends to deliver a high quality education, fuel curiosity and critical thinking, and prepare students for personal and career success

SAS will reach these goals through the implementation of a rigorous academic assessment plan that encompasses all programs within the school. In this section of the 2017–2018 SAS Annual Report, each program's assessment results will be presented.

SAS Program Level Assessment

Assessment data was requested from all programs for the Fall 2017 and Spring 2018 semesters.

Program Coordinators (PCs) submitted assignment and final course grades for one course from each of the following levels: 1000 (Freshman), 2000 (Sophomore) or 3000 (Junior), and 4000 (Senior).

Type of assignment and learning objective(s) were open to the discretion of the course instructor with encouragement to vary the measures used for student assessment.

Assessment results are presented in three ways:

- 1. Frequency reports**

- 2. Grade comparisons** by semester, course level, instructional format and/or delivery style, faculty responsible, type of assignment, and declaration of major in the program. **Course level refers to the year of study in which the course should be taken. It is important to note that students may take courses outside of their year of study depending on major, change in program and/or transfer.*

- 3. Graphical representation**

Histogram representation with the normal curve displayed facilitates evaluation of the distribution of grades. If most of the values are at the top end of scale and the longer tail extends toward the bottom, the distribution is said to be *negatively* skewed (to the right), signaling a mean that is lower than the median. In contrast, if most of the values are at the bottom and the longer tail extends upwards towards the top of the scale, the distribution is *positively* skewed (to the left) with a mean that is greater than the median.

Utilize the links below to view assessment results for each program within SAS:

- I.** [Biology](#)
- II.** [Christian Studies](#)
- III.** [Communications and Technical Writing](#)
- IV.** [Criminal Justice](#)
- V.** [History](#)
- VI.** [Psychology](#)

Concluding remarks, areas identified for improvement, and suggestions for future practice can be found using the following link: [Conclusions and Recommendations](#)

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Assessment results are presented in three ways:

4. Frequency reports

- 5. Grade comparisons** by semester, course level, instructional format and/or delivery style, faculty responsible, type of assignment, and declaration of major in the program. **Course level refers to the year of study in which the course should be taken. It is important to note that students may take courses outside of their year of study depending on major, change in program and/or transfer.*

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Utilize the links below to view assessment results for each program within SAS:

- VII. [Biology](#)
- VIII. [Christian Studies](#)
- IX. [Communications and Technical Writing](#)
- X. [Criminal Justice](#)
- XI. [History](#)
- XII. [Psychology](#)

Concluding remarks, areas identified for improvement, and suggestions for future practice can be found using the following link: [Conclusions and Recommendations](#)

I. Biology

A. Mission Statement

The mission of the Biology Program is to prepare students for professional careers in the biologic sciences, to provide general science education for all of USW, and improve admission rates to graduate and professional schools in the biologic sciences for USW graduates. The Biology department seeks to develop students who will contribute to the scientific and academic communities through rigorous scientific application of skills in industry, and research at graduate institutions. USW biology graduates can be found at academic institutions conducting research, within clinical laboratories, participating within the nuclear industry, and teaching at high schools across the nation.

B. Program Goals

1. Develop scientific and logic reasoning skills.
2. Develop critical problem-solving skills.
3. Provide strong hands-on training in field and laboratory settings.
4. Develop statistical analysis skills appropriate for the undergraduate biology major.

C. Learning Objectives

1. **General/Introductory knowledge of biology:** Students will develop a general understanding of biology, biological diversity, genetics, evolution, and population dynamics.
2. **Mastery of biological knowledge:** Students will demonstrate mastery of undergraduate biology utilizing in-class exams and practical laboratory and field experiments.
 - a. **Biology Structure & Function 1:** Biological structures exist at all levels of organization, the smallest being atoms and cells.
 - b. **Biology Structure & Function 2:** Higher level biological structure exist at the organismal, population, and community level.
 - c. **Genetics:** Organisms inherit genetic and epigenetic information that influences the location, timing, and intensity of gene expression. Organisms also acquire, use, and transfer nongenetic information.
 - d. **Body Systems:** Body systems are interconnected and interacting.
 - e. **Physical Foundations of Biology:** Complex living organisms transport materials, sense their environment, process signals, and respond to changes using processes that can be understood in terms of physics and other environmental sciences.

- f. **Chemical Foundations of Biology:** The principles that govern chemical interactions and reactions form the basis for a broader understanding of the molecular dynamics of living systems
3. **Scientific Inquiry and Critical Thinking:** Understand scientific research, scientific writing, interpret data through tables, charts, and graphs, and draw conclusions about them using mathematical analysis and reasoning.
4. **Laboratory Skills:** Students will understand safety regulations and have hands on experience with biological experimentation, data analysis and modeling.

D. Program Learning Map

See [Appendix B](#) for all SAS program learning maps.

E. Biology Assessment Report (Fall 2017 & Spring 2018)

1. Frequency reports

The following table provides frequencies in Biology across assessment categories.

| | | Frequency (Total N = 133) | Percent (Total % = 100) |
|-----------------------------|------------------|------------------------------|----------------------------|
| <i>Semester</i> | Fall 2017 | 56 | 42.1 |
| | Spring 2018 | 77 | 57.9 |
| <i>Course Level</i> | Freshman | 45 | 33.8 |
| | Sophomore | 0 | 0 |
| | Junior | 38 | 28.6 |
| | Senior | 50 | 37.6 |
| | | | |
| <i>Instructional Format</i> | Class | 97 | 72.9 |
| | Lab | 36 | 27.1 |
| <i>Faculty</i> | Hendon | 67 | 50.4 |
| | Wu | 66 | 49.6 |
| <i>Delivery Style</i> | Face to Face | 124 | 93.2 |
| | Online | 9 | 6.8 |
| <i>Assignment Type</i> | Written Exercise | 36 | 27.1 |
| | Exam | 52 | 39.1 |
| | Lab Activity | 36 | 27.1 |
| | Paper | 9 | 6.8 |

| | | | |
|---------------------------|-------------------------------------|-----|------|
| <i>Learning Objective</i> | Knowledge | 57 | 42.8 |
| | Communication | 9 | 6.8 |
| | Critical Thinking | 46 | 34.6 |
| | Servant Leadership | 11 | 8.3 |
| | Academic and Professional Integrity | 10 | 7.5 |
| <i>Major</i> | Major | 124 | 93.2 |
| | Non-Major | 9 | 6.8 |

2. Grade Comparisons

The following table shows comparison of assignment and final grades for both the Fall 2017 and Spring 2018 semesters in Biology taking into account important assessment factors (i.e., course level or year of study, instructional format and delivery style, instructor responsible, type of assignment, and declaration of major in the program).

| Semester | Course Level | Format | Style | Faculty | Assignment | Major | Assignment or Lab Grade /100 | Final Grade /100 | |
|-------------|--------------|--------|--------------|---------|--------------------|-----------|------------------------------|------------------|----------|
| Fall 2017 | Freshman | Class | Face to face | Wu | Written assignment | Major | Mean | 84.1139 | 91.6362 |
| | | | | | | | Median | 87.5000 | 96.6494 |
| | | | | | | | N | 36 | 36 |
| | | | | | | | Std. Deviation | 11.89144 | 8.67466 |
| | Junior | Class | Face to face | Hendon | Exam | Major | Mean | 68.8000 | 80.3000 |
| | | | | | | | Median | 76.0000 | 90.0000 |
| | | | | | | | N | 10 | 10 |
| | | | | | | | Std. Deviation | 27.19804 | 24.27184 |
| | | Lab | Face to face | Hendon | Lab | Major | Mean | 79.2000 | 91.9000 |
| | | | | | | | Median | 99.0000 | 98.0000 |
| | | | | | | | N | 10 | 10 |
| | | | | | | | Std. Deviation | 41.76335 | 12.79279 |
| Spring 2018 | Freshman | Class | Online | Hendon | Paper | Non-major | Mean | 81.1650 | 77.3889 |
| | | | | | | | Median | 91.8152 | 84.0000 |
| | | | | | | | N | 9 | 9 |
| | | | | | | | Std. Deviation | 19.79408 | 29.91841 |
| | Sophomore | Class | Face to face | Hendon | Exam | Major | Mean | 33.1637 | 80.1243 |
| | | | | | | | Median | 32.5600 | 84.9647 |
| | | | | | | | N | 27 | 27 |
| | | | | | | | Std. Deviation | | |

| | | | | | | | | |
|----------------|-------|-----------------|--------|------|-------|----------------|----------|----------|
| | | | | | | Std. Deviation | 9.85528 | 14.62683 |
| Sophomore | Lab | Face to face | Hendon | Lab | Major | Mean | 90.2727 | 92.6982 |
| | | | | | | Median | 95.0000 | 93.3750 |
| | | | | | | N | 11 | 11 |
| | | | | | | Std. Deviation | 9.80909 | 6.84078 |
| Junior | Class | Face to face | Wu | Exam | Major | Mean | 70.2667 | 87.3267 |
| | | | | | | Median | 72.0000 | 85.2000 |
| | | | | | | N | 15 | 15 |
| | | | | | | Std. Deviation | 14.89231 | 4.96538 |
| | Lab | Face to face | Wu | Lab | Major | Mean | 94.5333 | 93.6000 |
| Median | | | | | | 93.0000 | 95.0000 | |
| N | | | | | | 15 | 15 | |
| Std. Deviation | | | | | | 4.99809 | 5.03984 | |

A review of the Biology assessment results reveals the following:

Semesters

- Assessment data is comparable across semesters. There are no remarkable differences in grading between semesters with the exception of failing exam grades for one of Dr. Hendon's Sophomore classes. These results will be detailed in discussion of results by course level and assignment type.

Course Level

- Freshman students achieved results in the B to A+ range across faculty, removing outlier data.
- Sophomore data was positively skewed to a significant degree in Dr. Hendon's Spring 2018 Principles of Anatomy and Physiology I class. This was the first time Dr. Hendon elected to have students take the HAPS Comprehensive Examination, which is a national standardized assessment instrument in the area of Human Anatomy and Physiology. It is critical to note that the national average for this examination is 48% with a score of 50% constituting a C letter grade. This examination was used to set a benchmark for improvement in future programming.
- Junior-level data was consistent across semesters, faculty, instructional format and assignment type. The standard deviation reports high for Dr. Hendon's lab section in Fall 2017 due to a wide spread of data, which limits its reliability. Removing the outlier values, a more normal distribution would be revealed.

Instructional Format

- A comparison of instructional format demonstrates significantly higher results in laboratory versus classroom/lecture settings. Grades for lab courses fall in the A range across faculty members. The format of the lab component across courses is designed to provide students a hands-on, interactive learning experience focused on group work and application of knowledge. This type of setting lends itself well to enhanced student engagement and understanding. Students are set up to receive higher grades as the emphasis is on teamwork and activity completion rather than a more objective assessment of individual student performance.

Delivery Style

- Delivery style is difficult to assess for this academic year as only one online class was submitted for review. It does not appear that delivery style contributed to a difference in the assessment results for Biology as similar averages were achieved when compared with face to face delivery. However, it would be helpful to include more online Biology classes in future assessment reviews.

Faculty

- Differences in mean and median grades are observable between Biology's core faculty. Dr. Wu's mean grades fall between the C and A+ range whereas Dr. Hendon's mean grades range from D+ to A+ (not taking into account the outlier data from the HAPS examination). Across Dr. Wu's classes, a clustering of grades towards the top end of the scale is more readily seen in the histograms below.

Type of Assignment

- Higher grades are observed on written assignments and papers with averages in the B range.
 - Mean and median grades are comparable across major and non-major students.
 - Standard deviations are moderate to high for Dr. Hendon's non-major Freshman class, signaling data points that are spread out over a wider range of values. If outliers were eliminated, values would be much closer to the mean.
- Written work was assessed among Freshmen level students only. Mean assignment grades are in the B-range and median grades were in the B+ to A- ranges across faculty. This data may indicate assignments or grading that was too easy or greater facility for students with assignments that allowed for critical thinking and communication of knowledge obtained.
- Examination grades show comparable class averages of D+ (Wu) and C- (Hendon). These results submit that students achieved lower scores than expected. This might be due to examinations that were not well prepared for, too difficult or poorly constructed, or student test anxiety or pacing issues. It is

essential faculty do item analysis to evaluate difficulty and discrimination to confirm the validity of test items.

Major

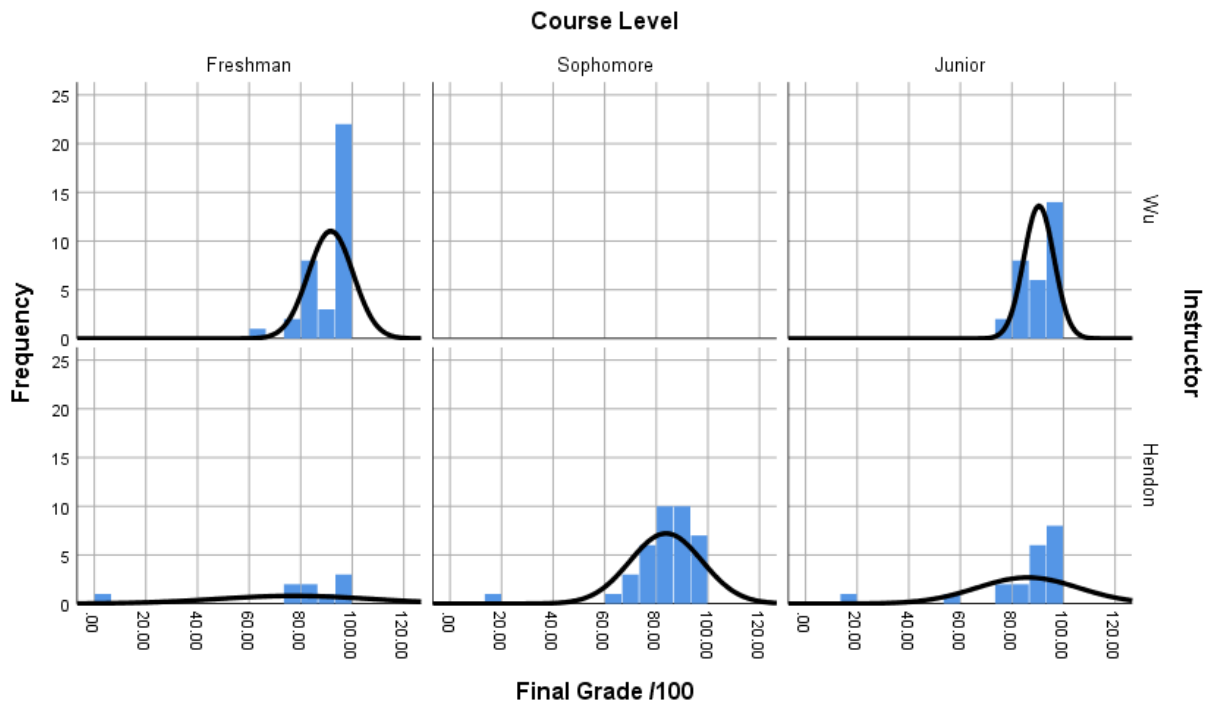
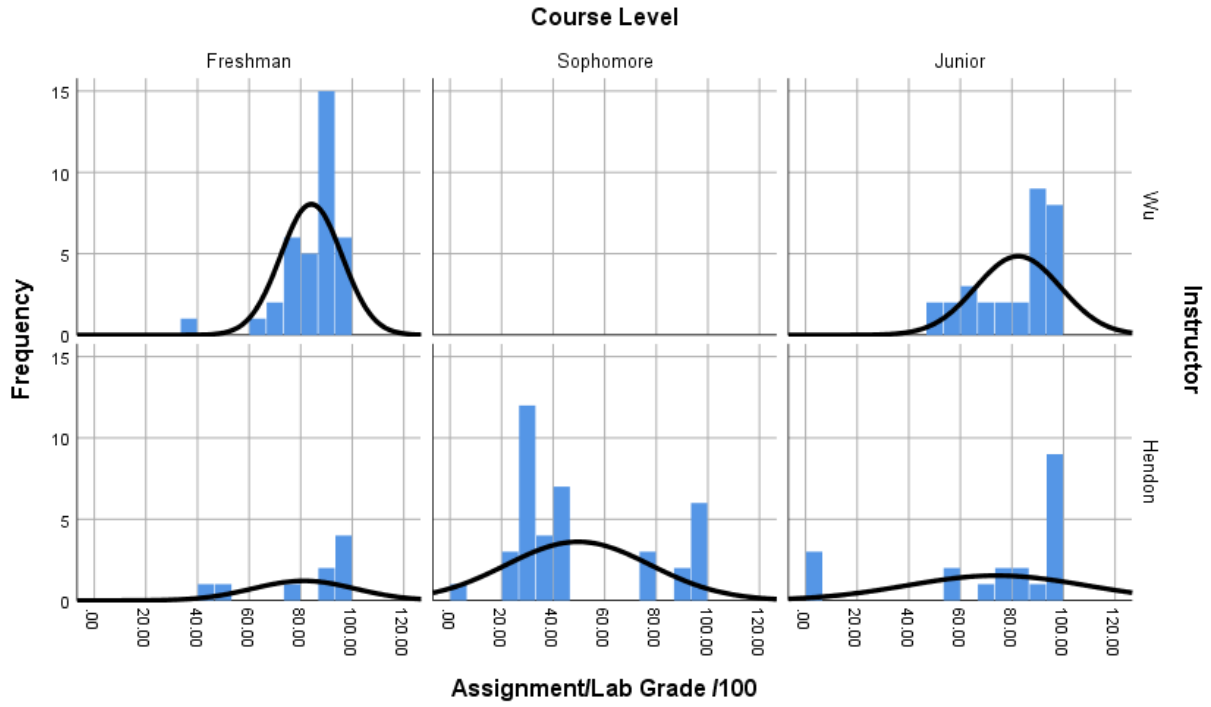
- Data from only one non-major class was reviewed. This class was taught by Dr. Hendon and was offered online. Two students received failing assignment grades and one did not complete second half of the semester's work. These outliers led to a skew in the distribution of data; thus, results should be interpreted with caution.
- Taking the outliers into consideration and examining the median data, it appears that most students scored in the B to A- range. This is high for a Freshman-level course. The negative skew in this data suggests either a group of students who understood well the material presented, grade inflation or assignments that failed to effectively challenge.

3. Graphical Representation

Graphically, we are also able to see how the data is distributed across course level and instructor with separate histograms for assignment or lab grades and final course grades.

The histograms for Dr. Wu's classes across course level are negatively skewed with the majority of students scoring at the top end of the scale. It will be important for Dr. Wu to increase rigor in his assessment, creating examinations and written assignments with a level of difficulty that allows for a more normal distribution of grades. Assignment grades that are right-skewed suggest measures that may be too easy or simple.

The data reveals a slight right-skew at the Sophomore level for Dr. Hendon's final grades. The histograms takes into account two courses taught in Spring 2018: one lab and one class. Previous discussion has suggested that laboratory assessment should be looked at so as to ensure students are being effectively challenged.



II. Christian Studies

A. Mission Statement

The Christian Studies program at USW prepares students for Christian leadership in the field, or as a layperson. This is accomplished through rigorous academic study of existing Christian theories and practice. To ensure graduates of the Bachelors of Arts in Christian Studies at USW will have a thorough understanding of the historical, literary, and theological dimensions of the Old and New Testaments. To prepare students for professional and personal presentation of rich theological doctrines of church history, and engage in robust theological research. To offer students first-hand experience in Christian ministry, while also developing leaders who will make a meaningful difference in the world around them.

B. Program Goals

1. Develop future pastors, ministers, and other leaders of Christian institutions.
2. Develop domestic and international missionaries.
3. Develop influential lay-leaders for churches and communities.
4. Develop a pathway to graduate religious studies.

C. Learning Objectives

1. ***Demonstrate an introductory knowledge of the major disciplines within Christian Studies:***
Articulate the historical, literary, and theological dimensions of the Old and New Testaments, key theological doctrines and their development throughout Christian thought, effective and biblically sound methods of practical ministry, and the Gospel appropriately in various contexts.
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, and produce quality research using historic and modern theological and biblical texts in accordance with the American Psychological Association Publication Manual, 6th Edition.
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.
4. ***Christian leadership and ethics:*** Demonstrate knowledge and skills required for leadership in local church ministry, particularly in the areas of preaching, evangelism, biblical counseling, and

discipleship. Demonstrate integrity and sound Christian ethics as a student and prospective church leader.

D. Program Learning Map

See [Appendix B](#) for all SAS program learning maps.

E. Christian Studies Assessment Report (Fall 2017 & Spring 2018)

1. Frequency Reports

The following table provides frequencies in Christian Studies across assessment categories.

| | | Frequency (Total N = 93) | Percent (Total % = 100) |
|---------------------------|-------------------------------------|-------------------------------------|------------------------------------|
| <i>Semester</i> | Fall 2017 | 61 | 65.6 |
| | Spring 2018 | 32 | 34.4 |
| <i>Course Level</i> | Freshman | 0 | 0 |
| | Sophomore | 59 | 63.4 |
| | Junior | 18 | 19.4 |
| | Senior | 16 | 17.2 |
| <i>Faculty</i> | Kirkpatrick | 20 | 21.5 |
| | Hull | 25 | 26.9 |
| | Sumruld | 16 | 17.2 |
| | Downs (Adjunct) | 15 | 16.1 |
| <i>Delivery Style</i> | Huddleston (Adjunct) | 17 | 18.3 |
| | Face to Face | 93 | 100.0 |
| | Online | 0 | 0 |
| <i>Assignment Type</i> | Exam | 44 | 47.3 |
| | Paper | 31 | 33.3 |
| | Speech | 18 | 19.4 |
| <i>Learning Objective</i> | Knowledge | 15 | 16.1 |
| | Communication | 18 | 19.4 |
| | Critical Thinking | 16 | 17.2 |
| | Servant Leadership | 22 | 23.65 |
| | Academic and Professional Integrity | 22 | 23.65 |
| <i>Major</i> | Unidentified | 93 | 100.0 |

2. Grade Comparisons

The following table shows comparison of assignment and final grades for both the Fall 2017 and Spring 2018 semesters in Christian Studies taking into account important assessment factors (i.e., course level, delivery style, faculty responsible, and type of assignment evaluated). **Data on major was not provided to the assessment coordinator for this program; thus, this information is not included in the analyses.*

| Semester | Course Level | Style | Faculty | Assignment | | Assignment Grade /100 | Final Grade /100 | |
|-------------|--------------|--------------|--------------|----------------|----------------|-----------------------|------------------|-------|
| Fall 2017 | Sophomore | Face to face | Kirkpatrick | Exam | Mean | 84.8500 | 87.75 | |
| | | | | | Median | 85.5000 | 89.50 | |
| | | | | | N | 20 | 20 | |
| | | | | | Std. Deviation | 7.60384 | 6.995 | |
| | | Hull | Exam | Mean | 86.1250 | 86.46 | | |
| | | | | Median | 87.0000 | 89.00 | | |
| | | | | N | 24 | 24 | | |
| | | | | Std. Deviation | 12.81410 | 9.012 | | |
| | Junior | Face to face | Huddleston | Speech | Mean | 89.9412 | 92.65 | |
| | | | | | Median | 95.0000 | 91.00 | |
| | | | | | N | 17 | 17 | |
| | | | | | Std. Deviation | 11.63223 | 5.303 | |
| Spring 2018 | Sophomore | Face to face | Downs | Paper | Mean | 88.8667 | 90.53 | |
| | | | | | Median | 90.0000 | 90.00 | |
| | | | | | N | 15 | 15 | |
| | | | | | Std. Deviation | 6.28907 | 4.565 | |
| | | Junior | Face to face | Hull | Speech | Mean | 96.0000 | 96.00 |
| | | | | | | Median | 96.0000 | 96.00 |
| | | | | | | N | 1 | 1 |
| | | | | | | Std. Deviation | . | . |
| | Senior | Face to face | Sumruld | Paper | Mean | 87.2500 | 93.13 | |
| | | | | | Median | 90.5000 | 95.50 | |
| | | | | | N | 16 | 16 | |
| | | | | | Std. Deviation | 7.49667 | 6.397 | |

A review of the Christian Studies assessment results reveals the following:

Semesters

- Assessment data is comparable across semesters. Mean assignment and final course grades for both semesters fell in the B to A+ range.

Course Level

- Sophomore students achieved in the B to B+ range with small standard deviations for each course, indicating that scores are clustered closely around the mean.
- Slightly higher results are observed at the Junior-level; however, it is difficult to make comparisons due to the fact that the course taught by Dr. Hull only had one student enrolled. The data provided by Mr. Huddleston was negatively skewed with a median grade of 95%. This upper-level course may show higher grades due greater understanding and commitment of students in their final year(s) of study or leniency in grading.
- The one Senior course submitted for review shows a B+ assignment average and A- final average. These results are skewed to the right, suggesting an overall easiness of the course, subjective grading or grade inflation.

Delivery Style

- Differences in delivery style for assessment of student outcomes is unavailable in Christian Studies for this academic year as all courses reviewed were provided face to face.

Faculty

- Consistency in mean and median grades are observable between the core faculty (Drs. Kirkpatrick and Hull) in Christian Studies and adjunct instructors (Mr. Huddleston, Mr. Downs, and Dr. Sumruld). Regardless of faculty member, mean assignment grades had a small range from 84.85 (B) to 89.94 (A-) not including the one outlier in Dr. Hull's directed study class. Final grades were comparable, falling between 86.46 (B+) and 93.13 (A-).

Type of Assignment

- Three types of assignment were used in the courses submitted for Christian Studies: examination, paper and speech.
 - There is no difference in the examination grades reviewed. Both courses fell in the B range. While the results are only slightly skewed to the right, the mean and median are high for both courses at 85.5% (Kirkpatrick) and 87% (Hull), respectively. These results suggest that students achieved higher scores than expected, which could be achieved because of good student preparation, appropriate application of content knowledge or easiness of examination,

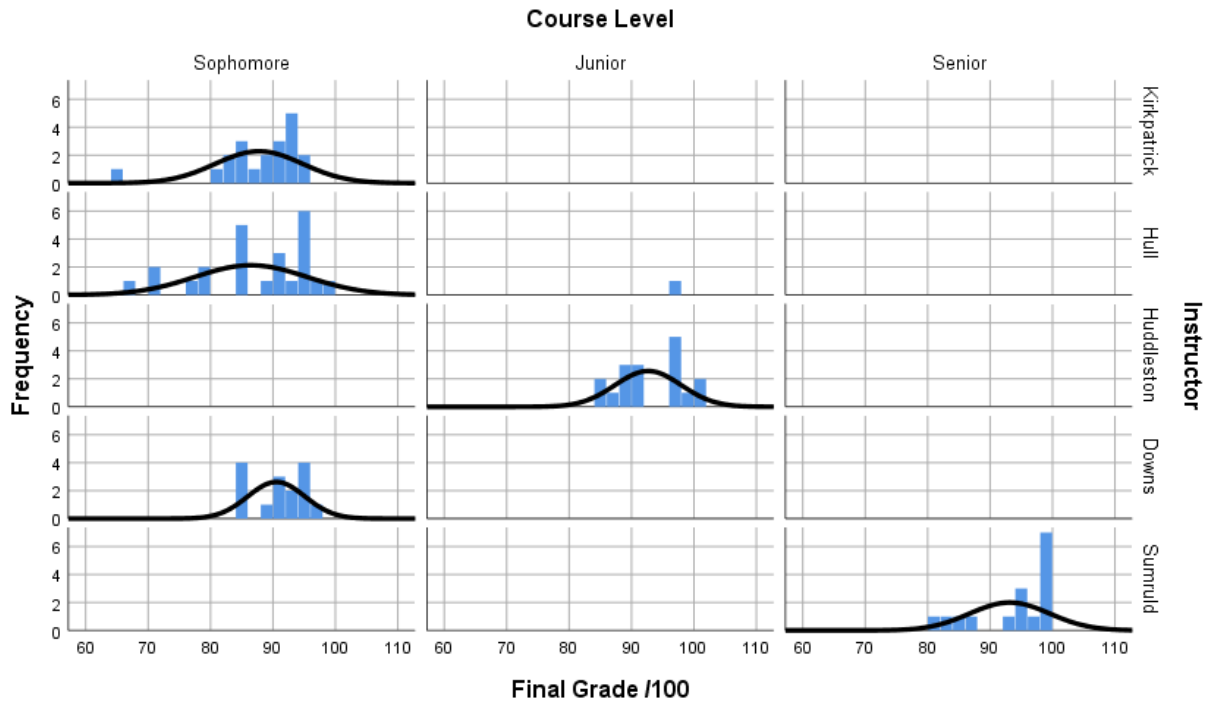
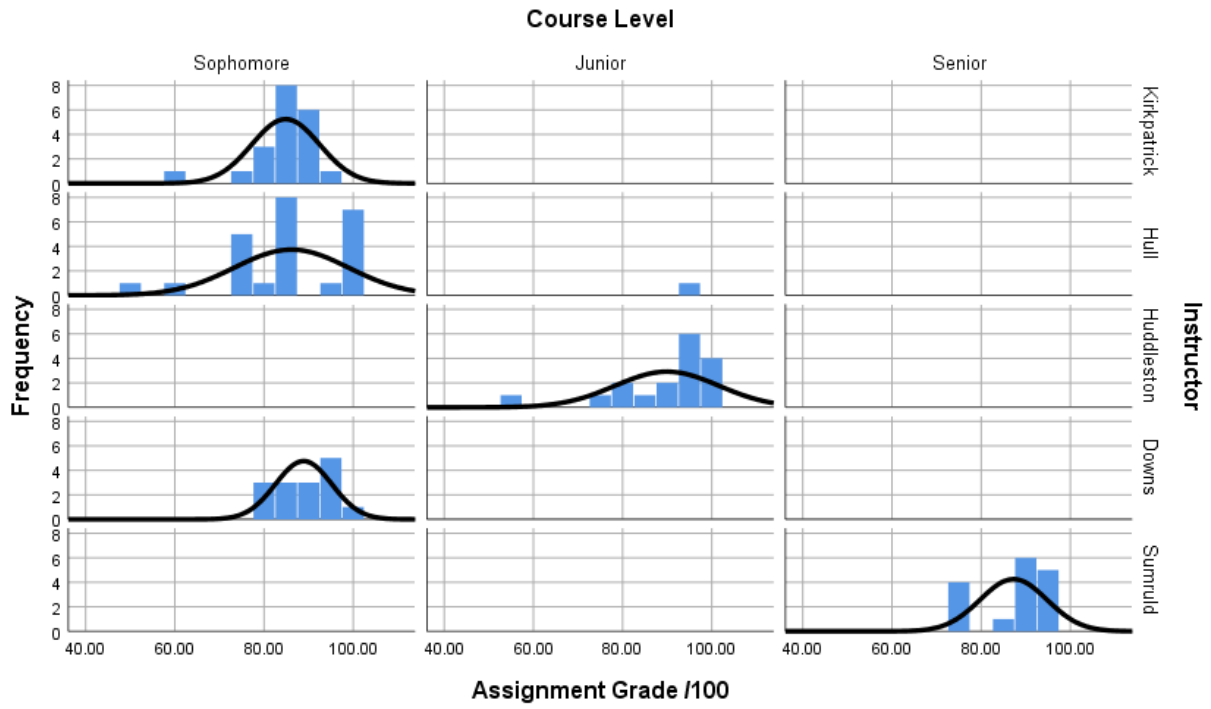
especially at the Sophomore level. It is recommended faculty do item analysis to evaluate the difficulty level for student learning. This will allow for confidence in the results.

- Mean and median grades for speech fell in the A- to A range. These scores may signal a need for re-evaluation of the criteria used to evaluate speeches and oral presentations.
- Papers were used for evaluation of critical thinking, communication and academic and professional integrity in Sophomore and Senior-level courses. Mean assignment grades are in the A+ across faculty. These results are indicative of grade inflation, grade leniency, or rubrics based on subjective rather than objective criteria.

3. Graphical Representation

Graphically, we are also able to see how the data is distributed across course level and instructor with separate histograms for assignment grades and final course grades.

The histograms graphing assignment data are negatively skewed for all faculty with the majority of students scoring at the top end of the scale. By and large, final course grades are also skewed to the right but with some normality seen in Drs. Kirkpatrick and Hull's Sophomore classes. Assignment grades that are right-skewed suggest measures that may be too easy or based on more subjective criteria. The fact that we see a more normal curve in the final grades at the Sophomore-level speaks to the soundness of some evaluation measures but not necessarily the ones submitted for this review. It will be important for faculty in Christian Studies to evaluate their assessment criteria and tools to ensure students are being objectively evaluated and that grades earned are reflective of student learning outcomes.



III. Communications and Technical Writing

A. Mission Statement

The Communications and Technical Writing major offers students the opportunity to work in this rapidly expanding industry while at the same time, allowing them to gain a deeper understanding of how communications impacts human beings. The core classes of this program are rooted in assuring that students have the practical understanding needed to pursue a career in the communications industry or to enter a communication-based graduate program. These classes focus first on human to human interaction, looking at how we think and act. Then, the communication core turns to how mass media such as movies, video games, social media, and journalism impact audiences. At the same time, these classes begin laying down the firm, theory-based foundation needed for a career in communications.

B. Program Goals

1. Provide students with a historical grounding in the fields of communications and technical writing.
2. Develop competency in written and oral communication and conversation management skills in interpersonal settings.
3. Skill development in small group settings both as leader and participant.
4. Provide students with an ethical and critical framework within the field of communications that fosters the development of critical thinking skills, social consciousness and global awareness.
5. Achieve content mastery that allows for intellectual development, the honing of critical and analytical thinking skills, and creative and imaginative uses of form and technology.
6. Prepare students for a career in the communications or journalism industries or to enter a communications or journalism-based graduate program.

C. Learning Objectives

1. ***Demonstrate knowledge of the Communication discipline and its central questions:*** Students will be able to explain the origins of the Communication discipline as well as summarize the broad nature of Communications. Further, they will be able to articulate the importance of communication expertise in career development and civic engagement, examine contemporary debates within the field, and identify intellectual specializations within the communications discipline.
2. ***Employ Communication theories, perspectives, principles, and concepts:*** Students will demonstrate the ability explain, synthesize, and apply communication theories, perspectives, principles and

concepts. They will also be trained in evaluation of communication and be able to provide meaningful critique.

3. ***Create messages with the ability to motivate appropriate to the audience, purpose, and context:***
Students will be able to locate and use information relevant to goals, audiences, purposes, and contexts as well as select creative and appropriate modalities and technologies to accomplish communicative goals. They will also be able to adapt messages to diverse needs and present messages in multiple contexts. Moreover, they will gain the ability to adjust messages while in the process of communication and critically reflect on their own message after the communication event.
4. ***Utilize critical thinking to analyze messages:*** Students will be able to identify embedded meanings in messages, articulate characteristics of mediated and non-mediated messages, recognize the influence of messages, engage in active listening, and enact mindful responding to messages.
5. ***Apply ethical communication principles and practices:*** Students will be able to identify ethical and explain various ethical perspectives, articulate the ethical dimension of a communication situation. Further, they will learn to choose to communicate with ethical intention and propose solutions for (un)ethical communication.

D. Program Learning Map

See [Appendix B](#) for all SAS program learning maps.

E. Communications and Technical Writing Assessment Report (Fall 2017 & Spring 2018)

1. Frequency Reports

The following table provides frequencies in Communications and Technical Writing across assessment categories.

| | | Frequency (Total N = 187) | Percent (Total % = 100) |
|---------------------|-------------|------------------------------|----------------------------|
| <i>Semester</i> | Fall 2017 | 64 | 34.2 |
| | Spring 2018 | 123 | 65.8 |
| <i>Course Level</i> | Freshman | 187 | 100.0 |
| | Sophomore | 0 | 0 |
| | Junior | 0 | 0 |
| | Senior | 0 | 0 |
| | | | |

| | | | |
|---------------------------|-------------------------------------|-----|------|
| <i>Faculty</i> | Boling | 74 | 39.6 |
| | Trout | 113 | 60.4 |
| <i>Delivery Style</i> | Face to Face | 170 | 90.9 |
| | Online | 17 | 9.1 |
| <i>Assignment Type</i> | Presentation | 54 | 28.9 |
| | Paper | 133 | 71.1 |
| <i>Learning Objective</i> | Knowledge | 91 | 48.7 |
| | Communication | 27 | 14.4 |
| | Critical Thinking | 35 | 18.7 |
| | Servant Leadership | 11 | 5.9 |
| | Academic and Professional Integrity | 23 | 12.3 |
| <i>Major</i> | Major | 3 | 1.6 |
| | Non-Major | 146 | 78.1 |
| | Unidentified | 38 | 20.3 |

2. Grade Comparisons

The following table shows comparison of assignment and final grades for both the Fall 2017 and Spring 2018 semesters in Communications and Technical Writing taking into account important assessment factors (i.e., course level, delivery style, faculty responsible, type of assignment, and declaration of major in the program).

| Semester | Course Level | Style | Faculty | Assignment | Major | Assignment Grade /100 | Final Grade /100 | | |
|-------------|--------------|--------------|---------|------------|--------------|-----------------------|------------------|---------|---------|
| Fall 2017 | Freshman | Face to face | Trout | Paper | Non-Major | Mean | 58.037 | 79.926 | |
| | | | | | | Median | 80.000 | 82.200 | |
| | | | | | | N | 27 | 27 | |
| | | | | | | Std. Deviation | 40.2478 | 14.5655 | |
| | | | | Boling | Presentation | Non-Major | Mean | 80.814 | 85.978 |
| | | | | | | | Median | 90.000 | 87.100 |
| | | | | | | | N | 37 | 37 |
| | | | | | | | Std. Deviation | 28.9952 | 10.0321 |
| Spring 2018 | Freshman | Face to face | Trout | Paper | Major | Mean | 95.000 | 87.300 | |
| | | | | | | Median | 95.000 | 87.300 | |
| | | | | | | N | 1 | 1 | |
| | | | | | | Non-Major | Mean | 44.676 | 67.590 |
| | | | | | | | Median | 52.500 | 70.400 |
| | | | | | | | Std. Deviation | . | . |

| | | | | | | |
|--------|--------------|-----------|----------------|----------------|---------|---------|
| | | | N | 68 | 68 | |
| | | | Std. Deviation | 37.7234 | 20.3846 | |
| | | Total | Mean | 45.406 | 67.875 | |
| | | | Median | 55.000 | 70.500 | |
| | | | N | 69 | 69 | |
| | | | Std. Deviation | 37.9320 | 20.3728 | |
| Boling | Presentation | Major | Mean | 85.300 | 94.900 | |
| | | | Median | 85.300 | 94.900 | |
| | | | N | 1 | 1 | |
| | | | Std. Deviation | . | . | |
| | | Non-Major | Mean | 72.538 | 82.550 | |
| | | | Median | 89.000 | 91.100 | |
| | | | N | 16 | 16 | |
| | | | Std. Deviation | 36.2794 | 23.9948 | |
| | | Total | Mean | 73.288 | 83.276 | |
| | | | Median | 88.000 | 90.200 | |
| | | | N | 17 | 17 | |
| | | | Std. Deviation | 35.2635 | 23.4252 | |
| | | Paper | Major | Mean | 88.700 | 93.700 |
| | | | Median | 88.700 | 93.700 | |
| | | | N | 1 | 1 | |
| | | | Std. Deviation | . | . | |
| | | Non-Major | Mean | 87.984 | 81.726 | |
| | | | Median | 89.300 | 79.200 | |
| | | | N | 19 | 19 | |
| | | | Std. Deviation | 9.4551 | 11.2266 | |
| | | Total | Mean | 88.020 | 82.325 | |
| | | | Median | 89.000 | 81.650 | |
| | | | N | 20 | 20 | |
| | | | Std. Deviation | 9.2043 | 11.2504 | |
| Online | Trout | Paper | Non-Major | Mean | 51.000 | 73.076 |
| | | | | Median | 65.000 | 77.700 |
| | | | | N | 17 | 17 |
| | | | | Std. Deviation | 40.9817 | 14.7107 |

A review of the Communications and Technical Writing assessment results reveals the following:

Semesters

- Assessment data is comparable across semesters. Mean assignment and final course grades for both semesters fell in the B to A range for the one major student identified. For non-majors, median assignment and final course grades are discussed. Inflated standard deviations in several courses disallow an accurate picture of student performance due to many students not turning in the assignment requested. Median assignment and final course grades for both semesters ranged from a D to an A-.

Course Level

- Since the Communications and Technical Writing program is newly established, upper-level courses have yet to be offered consistently. Therefore, only Freshman-level courses were submitted for assessment review. Removing outlier data and analyzing median data, a wide spread of values is observed with students achieving results from failure (F) to excellence (A) across faculty and delivery style.

Delivery Style

- Delivery style is difficult to assess for this academic year as only one online class was submitted for review. The main difference related to delivery style can be seen in the lower mean and median assignment grades for Mr. Trout's face to face version of Rhetoric and Literature (mean = 46.7; median = 52.5) compared to the online installment of the same course (mean = 51.0; median = 65). To fully assess this dimension of instruction, it would be useful to include more online classes in future assessment reviews.

Faculty

- Minor differences in mean and median grades are obvious between the core faculty for Communications and Technical Writing. Again, a lack of student assignment submission among non-majors led to higher than normal standard deviations across courses. Dr. Boling's grades fall in the C- to B+ range for mean assignment grades and B to A range for median assignment grades. Albeit for one student in one class, all of Mr. Trout's students are non-majors. Their mean assignment grades are in the F range with median assignment grades from F to B.

Type of Assignment

- It is not surprising in a Communications and Technical Writing program that students would be evaluated through papers and presentations—mediums that allow for assessment of competency in

written and oral communication. Mr. Trout submitted grades for paper assignments only. It is suggested that other means of evaluation be included for performance comparison.

- Higher mean and median grades are found on presentations compared to papers. However, Dr. Boling's grades are consistently high (B to A range) across these two forms of assignment, taking out outliers from the analyses. Mr. Trout's grades are consistently low with a wider spread of values. These discrepancies may be due to differences in grading criteria or rubrics used between faculty.

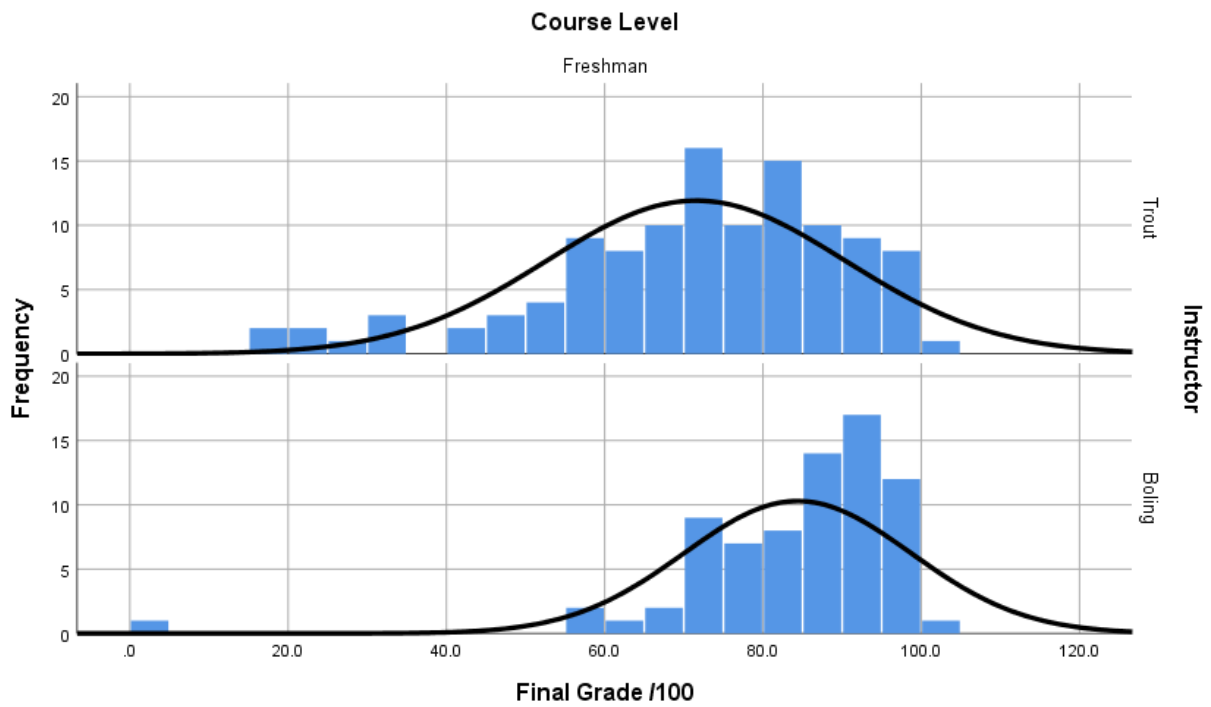
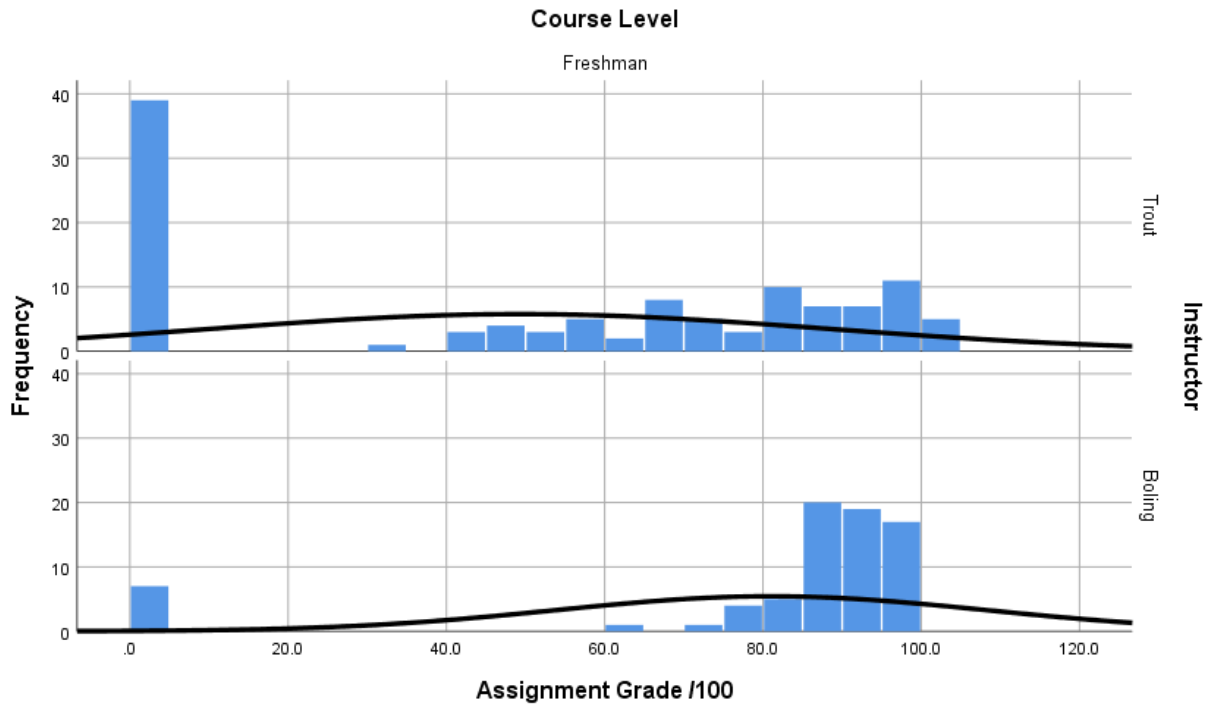
Major

- As stated above, barring one major student, the rest of the students evaluated in this program area were non-major students. Since Rhetoric and Composition and Rhetoric and Literature are part of the USW academic core and thus, required of all students, it is understandable that engagement and commitment would be lower, leading to lower grades across faculty and assignments. This is especially true for students who lack the interest or ability in reading and/or writing. Nonetheless, the failing grades and/or lack of assignment submission should be taken into consideration for future classes with attempts made to enhance student engagement and participation.

3. Graphical Representation

Graphically, we are also able to see how the data is distributed across course level and instructor with separate histograms for assignment grades and final course grades.

The histograms for both Dr. Boling and Mr. Trout's courses are asymmetrical. The substantial number of outliers skews the graphs with a negative skew observed across mean grades for both assignments and final course standing to a greater degree for Dr. Boling's classes. A more normal distribution is apparent for the final course grades in Mr. Trout's classes with a slight skewness to the right. An analysis of his assignment grades show a slight negative skew even with removal of outlier data. It will be important for the Communications and Technical Writing faculty to review their assignments, grading criteria and evaluation tools to allow for greater consistency in assessment across faculty and guarantee accurate appraisal of student skills and ensure students are developing the skills necessary to meet learning outcomes. Assignment grades that are right-skewed suggest measures that may be too easy or simple and those that are left-skewed are suggestive of criteria that may be too stringent or students that require greater support in developing basic writing skills.



IV. Criminal Justice

A. Mission Statement

The Criminal Justice Bachelor of Science 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. The Bachelor of Science degree in criminal justice 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 level. 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.

B. Program Goals

1. Develop critical thinkers that will guide the future of criminal justice.
2. Prepare students for both the working world, and graduate school.
3. Develop criminal justice professionals with service at their core, through internship experiences and professional guidance.
4. Equip students with strong methods, statistics, and logical problem-solving skills.

C. Learning Objectives

1. ***Demonstrate an introductory knowledge of Criminal Justice institutions:*** Describe from a historical and systemic perspective criminal justice institutions and how they relate to each other.
2. ***Demonstrate advanced knowledge of Criminal Justice institutions, social mechanisms, and social resources:*** Understand the mechanisms, dynamics and situational context of crime and criminal behavior, and methods of prevention and treatment.
3. ***Practical application of Criminal Justice knowledge:*** Analyze the operations and administration of criminal justice institutions in the context of public discourse.

4. **Professional communication:** Demonstrate critical thinking skills through verbal presentation, by developing a coherent written argument, consistent with and building upon the goals of general education.
5. **Criminal justice research knowledge:** Demonstrate the ability to access, conduct, interpret and apply criminal justice research.

D. Program Learning Map

See [Appendix B](#) for all SAS program learning maps.

E. Criminal Justice Assessment Report (Fall 2017 & Spring 2018)

1. Frequency Reports

The following table provides frequencies in Criminal Justice across assessment categories. **Please note that the total N for this program is not commensurate with enrollment. Data for several courses was unavailable; therefore, the assessment results for this program should be read with caution.*

| | | Frequency (Total N = 36) | Percent (Total % = 100) |
|---------------------------|--------------------|-----------------------------|----------------------------|
| <i>Semester</i> | Fall 2017 | 14 | 38.9 |
| | Spring 2018 | 22 | 61.1 |
| <i>Course Level</i> | Freshman | 0 | 0 |
| | Sophomore | 0 | 0 |
| | Junior | 23 | 63.9 |
| | Senior | 13 | 36.1 |
| | | | |
| <i>Faculty</i> | Eicke | 14 | 38.9 |
| | Adepoju (Adjunct) | 9 | 25.0 |
| | Ohrazda (Adjunct) | 13 | 36.1 |
| <i>Delivery Style</i> | Face to Face | 9 | 25.0 |
| | Online | 27 | 75.0 |
| <i>Assignment Type</i> | Exam | 22 | 61.1 |
| | Presentation | 9 | 25.0 |
| | Paper | 5 | 13.9 |
| <i>Learning Objective</i> | Knowledge | 13 | 36.1 |
| | Communication | 7 | 19.4 |
| | Critical Thinking | 13 | 36.1 |
| | Servant Leadership | 3 | 8.4 |

| | | | |
|--------------|-------------------------------------|----|------|
| <i>Major</i> | Academic and Professional Integrity | 0 | 0 |
| | Major | 32 | 88.9 |
| | Non-Major | 4 | 11.1 |

2. Grade Comparisons

The following table shows comparison of assignment and final grades for both the Fall 2017 and Spring 2018 semesters in Criminal Justice taking into account important assessment factors (i.e., course level, delivery style, faculty responsible, type of assignment, and declaration of major in the program).

| Semester | Course Level | Faculty | Style | Assignment | Major | Assignment Grade /100 | Final Grade /100 | | | | | | |
|-----------|----------------|---------|--------------|------------|-----------|-----------------------|------------------|---------|--|-----------|----------------|---------|---------|
| Fall 2017 | Junior | Eicke | Online | Exam | Major | Mean | 88.571 | 88.5714 | | | | | |
| | | | | | | Median | 90.000 | 93.0000 | | | | | |
| | | | | | | N | 7 | 7 | | | | | |
| | | | | | | Std. Deviation | 7.8710 | 9.55436 | | | | | |
| | | | | | Non-major | Mean | 87.500 | 91.0000 | | | | | |
| | | | | | | Median | 87.500 | 91.0000 | | | | | |
| | | | | | | N | 2 | 2 | | | | | |
| | | | | | | Std. Deviation | .7071 | 1.41421 | | | | | |
| | | | | | Total | Mean | 88.333 | 89.1111 | | | | | |
| | | | | | | Median | 90.000 | 92.0000 | | | | | |
| | | | | | | N | 9 | 9 | | | | | |
| | | | | | | Std. Deviation | 6.8374 | 8.35830 | | | | | |
| | | | | | Paper | | | | | Major | Mean | 92.500 | 92.7500 |
| | | | | | | | | | | | Median | 91.500 | 92.5000 |
| | | | | | | | | | | | N | 4 | 4 |
| | | | | | | | | | | | Std. Deviation | 3.1091 | 2.50000 |
| | | | | | | | | | | Non-major | Mean | 90.000 | 91.0000 |
| | | | | | | | | | | | Median | 90.000 | 91.0000 |
| | | | | | | | | | | | N | 1 | 1 |
| | | | | | | | | | | | Std. Deviation | . | . |
| Total | Mean | 92.000 | 92.4000 | | | | | | | | | | |
| | Median | 91.000 | 92.0000 | | | | | | | | | | |
| | N | 5 | 5 | | | | | | | | | | |
| | Std. Deviation | 2.9155 | 2.30217 | | | | | | | | | | |
| Junior | Adepoju | | Presentation | Major | | | | | | Mean | 84.333 | 79.1389 | |

| | | | | | | | | | | |
|----------------|-----------------|---------|----------------|---------|----------------|---------|----------------|---------|----------|---------|
| Spring 2018 | Face to face | | | | Median | 95.000 | 98.0000 | | | |
| | | | | | N | 9 | 9 | | | |
| | | | | | Std. Deviation | 32.1636 | 32.04906 | | | |
| | Senior | Ohrazda | Online | Exam | Major | Mean | 78.958 | 74.5500 | | |
| | | | | | | Median | 90.000 | 86.9000 | | |
| | | | | | | N | 12 | 12 | | |
| | | | Std. Deviation | 27.0525 | 27.60186 | | | | | |
| | | | Non-major | | | | | Mean | 98.000 | 90.6000 |
| | | | | | | | | Median | 98.000 | 90.6000 |
| | | N | | | | | | 1 | 1 | |
| | | Total | | | | | Std. Deviation | . | . | |
| | | | | | | | Mean | 80.423 | 75.7846 | |
| | | | | | | | Median | 90.000 | 87.8000 | |
| | | | | | | | N | 13 | 13 | |
| | | | | | | | Std. Deviation | 26.4338 | 26.79906 | |

A review of the Criminal Justice assessment results reveals the following:

Semesters

- Assessment data is comparable across semesters. Mean assignment and final course grades for both semesters fell in the B to A+ range for all but one course taught by Ms. Ohrazda in Spring 2018. Results from this course will be addressed in the course level section below.

Course Level

- Three out of the four courses submitted for review were at the Junior-level. Grades are consistently high across semesters, faculty, delivery style and assignment type with average scores falling in the B+ to A+ range. Standard deviations are within expected ranges with the exception of Ms. Adepoju's Criminal Law II class in Spring 2018 due to one student's absenteeism. Here, the median scores are noticeably inflated at 95% for assignment grades and 98% for final course grades.
- Only one Senior-level course was submitted for assessment review. The standard deviation for this online course is inflated showing a wider range of scores than is actually the case given the lack of assignment submission from one student. The median assignment and final grades for this course are truer reflections of student performance at 90% and 86.9%, respectively.
- The high range of grades at these upper-level stages of degree points to grade inflation as a significant concern.

Delivery Style

- Delivery style is difficult to assess for this academic year as only one face to face class was submitted for review. This is disproportionate to the number of face to face courses offered in this program area. Nonetheless, it does not appear that delivery style contributed to a difference in the assessment results for Criminal Justice as comparable mean and median scores are seen between face to face and online format. It is encouraged that a greater number of courses with diversity in course delivery be submitted for assessment review in future academic years.

Faculty

- There are no noteworthy differences to report among core (Mr. Eicke) and adjunct faculty (Ms. Adepoju and Ms. Ohrazda). Faculty grading was similar across courses albeit seriously inflated. It is critical faculty across Criminal Justice put forth rigorous courses that appropriately challenge students, using objective assessment tools which lend themselves to a wider range of scores, which reflect actual student learning, effort, and performance.

Type of Assignment

- Examination grades show comparable class averages of B+ (Eicke) and A (Ohrazda). These results submit that students achieved higher scores than expected, which signals examinations that were too easy. It is essential faculty do item analysis to evaluate difficulty and discrimination to confirm the validity of test items and ensure examinations properly challenge student knowledge, critical thinking and communication of concepts learned.
- Students fared just as well on papers and presentations as they did on examinations. All types of assignment showed little range in the distribution of grades (i.e., B to A+ range). This is in part due to the low total number of students but also speaks to the lack of rigor in assignment and evaluation.

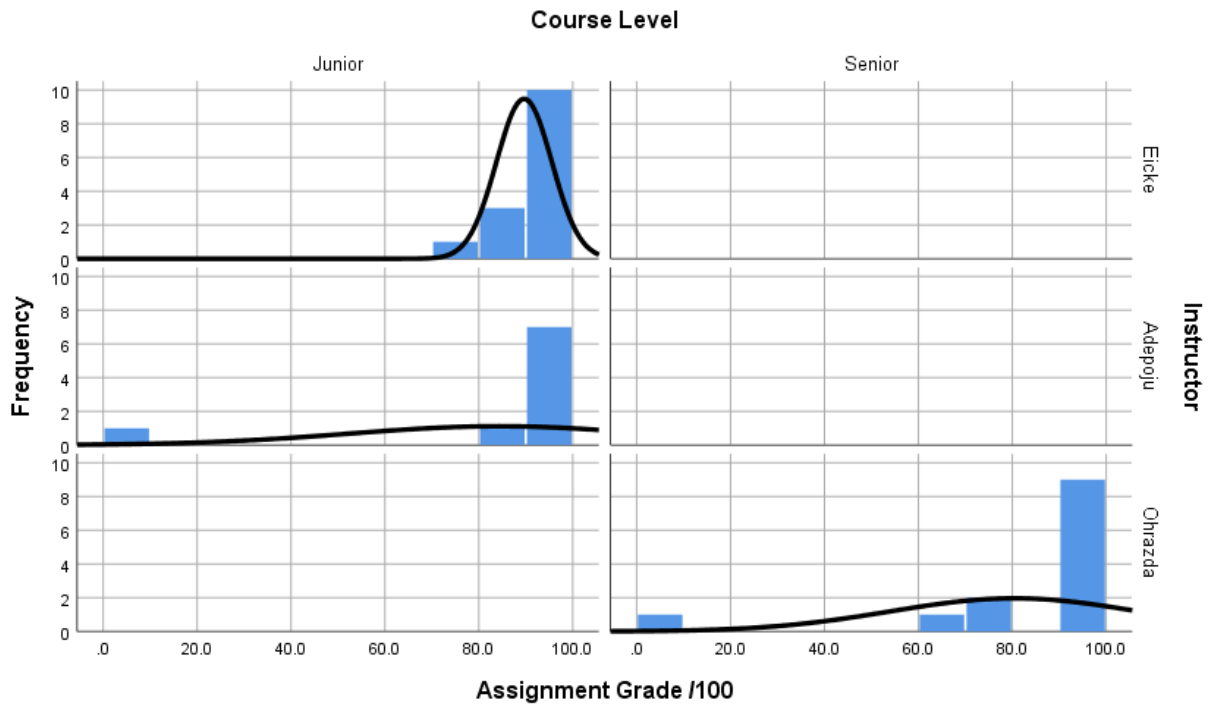
Major

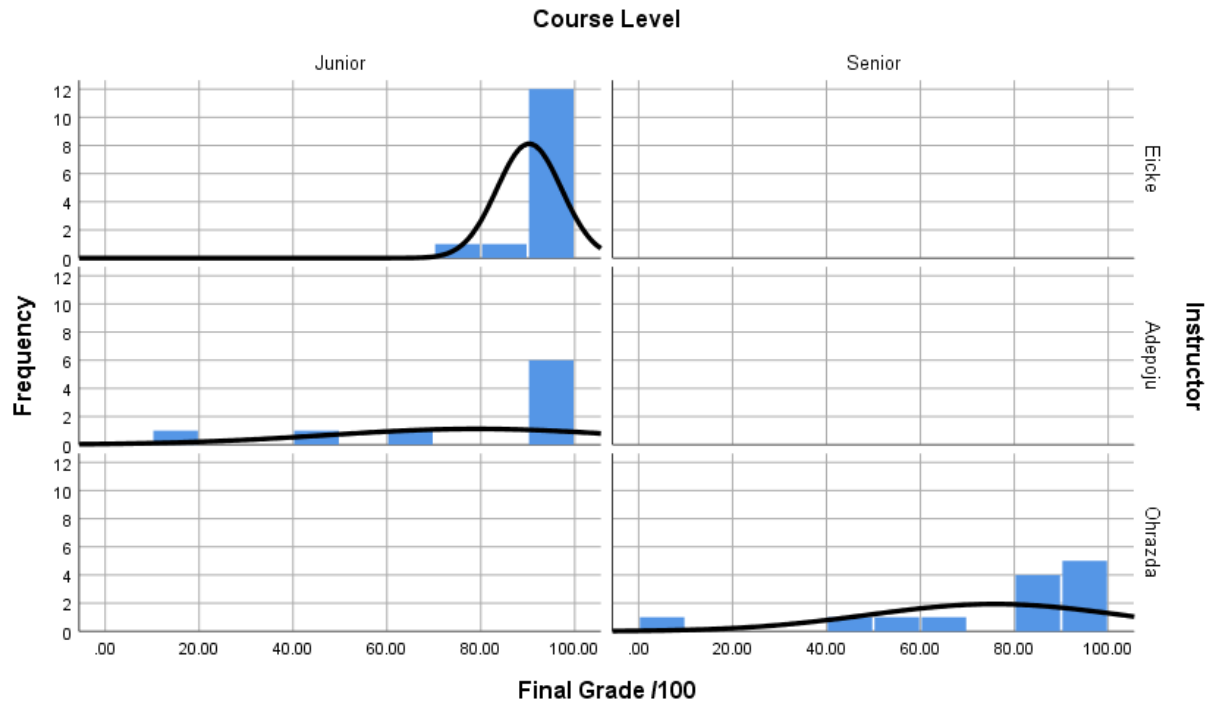
- Assignment and final course grades were equivalent across major and non-major students with scores falling in the B+ to A+ range for major and non-major students alike. However, it should be noted that out of a total N of 36, only 4 students were identified as non-major. A greater number of non-major students is needed to effectively evaluate any differences between students on this dimension.

3. Graphical Representation

Graphically, we are also able to see how the data is distributed across course level and instructor with separate histograms for assignment grades and final course grades.

Disregarding outlier data, graphical representation is negatively skewed across course level and faculty. The histograms for Mr. Eicke and Ms. Adepoju’s classes across course level are significantly right-skewed with almost all of the students scoring at the top end of the scale. It will be important for Criminal Justice faculty to address issues of grade inflation, increasing rigor in evaluation through the creation of examinations and written and oral assignments that show difficulty appropriate to the course objectives and student learning outcomes. Assignment and final course grades that are substantially right-skewed suggest assessment tools that fail to challenge students or processes that do not hold students accountable for their performance.





V. History

A. Mission Statement

The history program in the School of Arts and Sciences encourages freedom of inquiry and academic excellence. Furthermore, the history department seeks to instill in students an awareness of the principles and values underlying their heritage of constitutional self-government, free enterprise, community service, personal responsibility, and individual initiative. In encouraging the freedom of inquiry, the school intends to ground students in the rigorous discipline of critical thinking. Because our free society can only maintain itself through the influence of an informed populace, the history program provides students with a basic historic understanding of the leading characteristics of this republic, within its historical, political and geographical context. This historical understanding includes knowledge of the origins and development of the American constitutional form of self-government.

B. Program Goals

1. Develop basic hermeneutical skills, and apply them through research.
2. Develop logical thinkers that can express themselves in a professional setting.
3. Develop self-critique techniques and awareness of self-biases.
4. Develop world thinkers that the importance of culture and history beyond their own.

C. Learning Objectives

1. **Academic and professional integrity:** Demonstrate understanding and application of proper historical methodology and hermeneutical principles, and exhibit an avoidance of plagiarism.
2. **Critical thinking:** Demonstrate understanding and application of proper historical methodology, hermeneutical principles, and basic principles of logic.
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; and, demonstrate an accurate understanding of the interaction of key historical personages, events, movements, concepts, and geography.
4. **Communication:** Demonstrate an ability to produce accurate and properly written historical essays and papers, contribute cogently to historical discussions, and exhibit an ability to create and perform well produced and historically accurate audio-visual presentations both face to face and online.

D. Program Learning Map

See [Appendix B](#) for all SAS program learning maps.

4. History Assessment Report (Fall 2017 & Spring 2018)

1. Frequency Reports

The following table provides frequencies in History across assessment categories.

| | | Frequency (Total N = 40) | Percent (Total % = 100) |
|-----------------------|----------------|-------------------------------------|------------------------------------|
| Semester | Fall 2017 | 23 | 57.5 |
| | Spring 2018 | 17 | 42.5 |
| Course Level | Freshman | 8 | 20.0 |
| | Sophomore | 0 | 0 |
| | Junior | 30 | 75.0 |
| | Senior | 2 | 5.0 |
| | Faculty | Sumruld | 40 |
| Delivery Style | Face to Face | 22 | 55.0 |

| | | | |
|---------------------------|-------------------------------------|----|------|
| <i>Assignment Type</i> | Online | 18 | 45.0 |
| | Exam | 7 | 17.5 |
| | Paper | 10 | 25.0 |
| | Discussion | 5 | 12.5 |
| <i>Learning Objective</i> | Document Analysis | 18 | 45.0 |
| | Knowledge | 7 | 17.5 |
| | Communication | 13 | 32.5 |
| | Critical Thinking | 18 | 45.0 |
| | Servant Leadership | 0 | 0 |
| <i>Major</i> | Academic and Professional Integrity | 2 | 5.0 |
| | Major | 5 | 12.5 |
| | Non-Major | 35 | 87.5 |

2. Grade Comparisons

The following table shows comparison of assignment and final grades for both the Fall 2017 and Spring 2018 semesters in History taking into account important assessment factors (i.e., course level, delivery style, instructor responsible, type of assignment, and declaration of major in the program).

| Semester | Course Level | Faculty | Style | Assignment | Major | Assignment Grade /100 | Final Grade /100 | |
|----------------|--------------|---------|--------------|------------|-----------|-----------------------|------------------|-------------------|
| Fall 2017 | Freshman | SumruId | Face to face | Paper | Major | Mean | 98.0000 | 99.0000 |
| | | | | | | Median | 98.0000 | 99.0000 |
| | | | | | | N | 1 | 1 |
| | | | | | | Std. Deviation | . | . |
| | | | | | Non-major | Mean | 93.1429 | 90.4286 |
| | | | | | | Median | 94.0000 | 98.0000 |
| | | | | | | N | 7 | 7 |
| | | | | | | Std. Deviation | 4.74091 | 10.67485 |
| | | | | | Total | Mean | 93.7500 | 91.5000 |
| | | | | | | Median | 94.0000 | 98.0000 |
| | | | | | | N | 8 | 8 |
| | | | | | | Std. Deviation | 4.71320 | 10.33717 |
| | | | | | Junior | SumruId | Online | Document Analysis |
| Median | 91.0000 | 80.0000 | | | | | | |
| N | 1 | 1 | | | | | | |
| Std. Deviation | . | . | | | | | | |

| | | | | | | | | |
|-------------|--------|---------|-------------------|------------|-----------|----------------|----------|----------|
| | | | | | Non-major | Mean | 80.4167 | 81.7500 |
| | | | | | | Median | 87.0000 | 86.0000 |
| | | | | | | N | 12 | 12 |
| | | | | | | Std. Deviation | 26.62350 | 12.22609 |
| | | | | | Total | Mean | 81.2308 | 81.6154 |
| | | | | | | Median | 88.0000 | 86.0000 |
| | | | | | | N | 13 | 13 |
| | | | | | | Std. Deviation | 25.65851 | 11.71565 |
| | Senior | SumruId | Face to face | Paper | Non-major | Mean | 94.0000 | 97.0000 |
| | | | | | | Median | 94.0000 | 97.0000 |
| | | | | | | N | 2 | 2 |
| | | | | | | Std. Deviation | 1.41421 | 1.41421 |
| Spring 2018 | Junior | SumruId | Face to face | Exam | Major | Mean | 74.0000 | 73.0000 |
| | | | | | | Median | 74.0000 | 73.0000 |
| | | | | | | N | 1 | 1 |
| | | | | | | Std. Deviation | . | . |
| | | | | | Non-major | Mean | 78.3333 | 86.3333 |
| | | | | | | Median | 94.5000 | 93.0000 |
| | | | | | | N | 6 | 6 |
| | | | | | | Std. Deviation | 38.60915 | 18.10709 |
| | | | | | Total | Mean | 77.7143 | 84.4286 |
| | | | | | | Median | 94.0000 | 93.0000 |
| | | | | | | N | 7 | 7 |
| | | | | | | Std. Deviation | 35.28321 | 17.28060 |
| | | | | Discussion | Major | Mean | 72.0000 | 82.0000 |
| | | | | | | Median | 72.0000 | 82.0000 |
| | | | | | | N | 1 | 1 |
| | | | | | | Std. Deviation | . | . |
| | | | | | Non-major | Mean | 92.0000 | 91.0000 |
| | | | | | | Median | 94.0000 | 95.0000 |
| | | | | | | N | 4 | 4 |
| | | | | | | Std. Deviation | 6.97615 | 10.13246 |
| | | | | | Total | Mean | 88.0000 | 89.2000 |
| | | | | | | Median | 93.0000 | 94.0000 |
| | | | | | | N | 5 | 5 |
| | | | | | | Std. Deviation | 10.79352 | 9.65401 |
| | | Online | Document Analysis | | Major | Mean | 0.0000 | 74.0000 |
| | | | | | | Median | 0.0000 | 74.0000 |

| | | | |
|-----------|----------------|----------|---------|
| | N | 1 | 1 |
| | Std. Deviation | . | . |
| Non-major | Mean | 89.2500 | 90.2500 |
| | Median | 90.5000 | 90.5000 |
| | N | 4 | 4 |
| | Std. Deviation | 9.84463 | 6.13052 |
| Total | Mean | 71.4000 | 87.0000 |
| | Median | 84.0000 | 86.0000 |
| | N | 5 | 5 |
| | Std. Deviation | 40.81421 | 9.00000 |

A review of the History assessment results reveals the following:

Semesters

- Removing outlier values from the analysis, assessment data is higher in Fall 2017 than Spring 2018 with grades ranges of B to A+ and C to A, respectively. It is difficult to gauge the difference in results from one semester to the next. Only one of the same courses was offered in both semester with grades for two different assignments reported. It is possible that students began the year fresh with greater enthusiasm and energy, giving more time and effort to course assignments. However, individual student factors could also be a reason for the difference where small enrollment numbers are seen.

Course Level

- One Freshman-level History course was evaluated. The class average for both the Paper assignment and final course grades falls in the A range. A small *N* may contribute to the higher than expected grades observed. This may have been a dedicated and bright group of students or the results may reflect leniency in grading.
- Course level comparisons are only available at the Junior-level. Four Junior-level courses were selected for review. The standard deviation is high for the Spring 2018 offering of World History from 1500 due to the absenteeism of one student; therefore, the median grade is used for comparison. In another course, we see a mean and median of 0 for one student who failed to complete the selected assignment. This outlier was not included in the grade comparison. Otherwise, the mean and median grades fell in the B to A range across assignment and final course assessments.
- A single Senior-level course from Fall 2017 was submitted for assessment review. The mean assignment and final grades are 94% and 97%, respectively. It should be highlighted that only two

students were enrolled in this course, which impacts the strength of the results. With so few participants, it is challenging to make any meaningful interpretations.

Delivery Style

- It does not appear that delivery style contributed to a difference in the assessment results for History as similar averages were achieved when compared with face to face delivery. Online courses averaged in the B to A- range and face to face delivery in the C- to A+ range with the large majority of grades in the B+ to A+ range. These grades are high and may be reflective of grade inflation or criteria that fails to be rigorous enough to lend itself to an appropriate dispersal of student grades.

Faculty

- There are no faculty differences to report as Dr. Sumrudd was the only instructor to teach for the History courses selected for assessment review. In future years, it would be beneficial to submit assessment data from courses taught by different faculty.

Type of Assignment

- A wide variety of assignments were used in History's assessment of student learning. The highest mean grades observed are with papers and discussion forums with an A- ranking for both types of assignments, removing the one outlier for discussions.
- Examination grades were spread out over a range of grades, which is reflected in the high standard deviation obtained. Using the median instead, exam grades were in the A range.
- Removing outlier data and considering the high standard deviation for one of the courses in Fall 2017, grades for document analysis range from B+ to A-. Again, these results are indicative of assignments that may be too easy and fail to appropriately try the students' learning and scholarship.

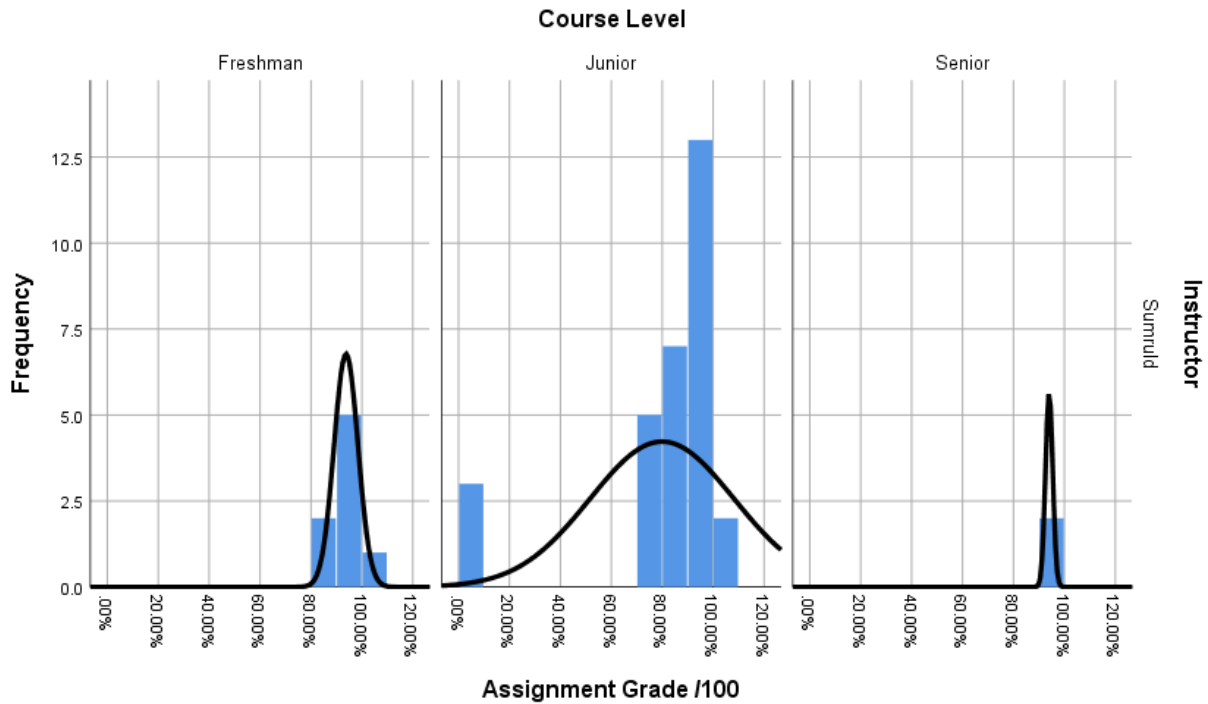
Major

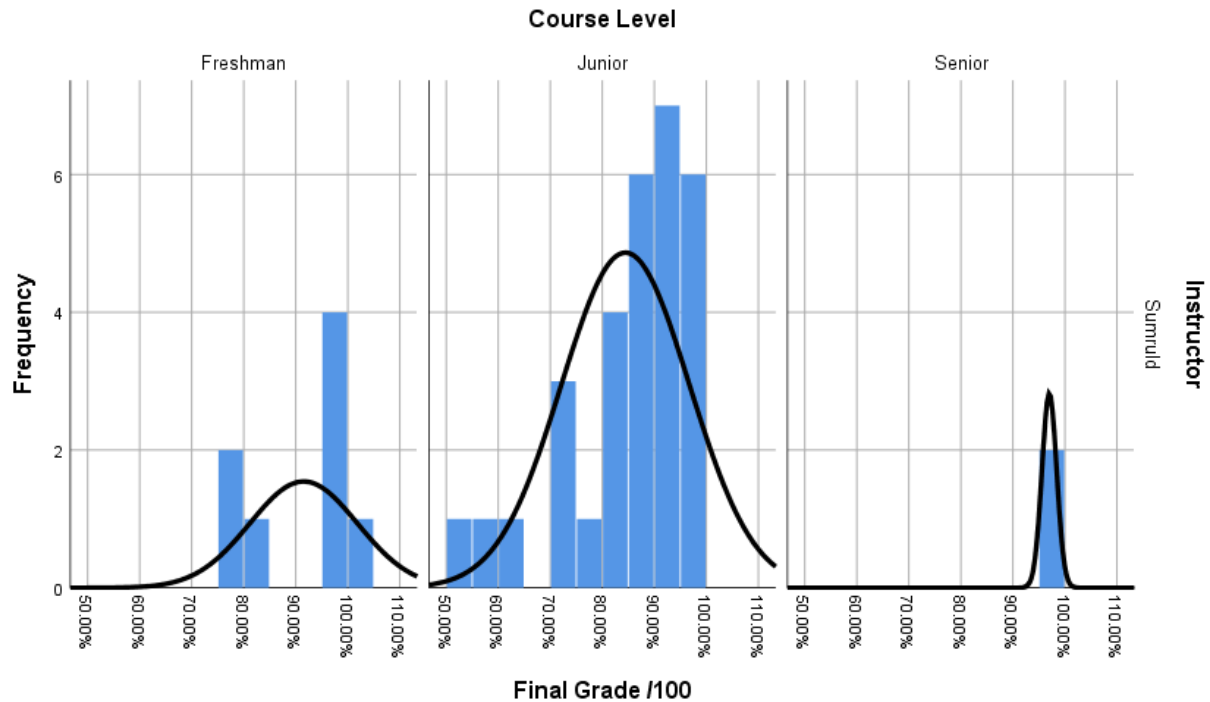
- There are few major students in the History program. The performance of major students was split being doing better than their non-major counterparts (i.e., 2 students with mean final course grades of A+) and performing worse (i.e., 3 students with mean final course grades in the C to B- range). It is likely that differences in individual student factors (e.g., scholastic ability, attitude towards learning, commitment, motivation, and effort) are the reason for this result.

3. Graphical Representation

Graphically, we are also able to see how the data is distributed across course level and instructor with separate histograms for assignment grades and final course grades.

The histograms for History are negatively skewed with varying severity across course level. The Freshman and Senior graphs show scoring at the very top end of the scale. Junior-level representation exhibits greater normality in the curve but closer examination—taking outlier data out of the equation—reveals grades that are still inflated. It is recommended that History faculty address issues of grade inflation through grading leniency. Assignment and final course grades that are markedly right-skewed suggest evaluation criteria and tools that do not effectively challenge students and reduce effort over the long term when mastery can be achieved by the majority, especially in upper-level courses.





VI. Psychology

A. 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. Graduates of the Psychology program are specifically prepared to continue their education in graduate school.

B. Program Goals

1. Knowledge of the history, theories, fundamental principles, and findings in key domains of psychology.
2. An ability to write clearly and communicate effectively about psychological concepts and research findings and apply psychology to real-world issues or problems.
3. A greater understanding of the behavior and mental processes of the self and others, recognizing real-life situations that may require professional psychological help and accessing community resources to find help.
4. The development of critical thinking skills in conducting and evaluating psychological research including analyzing data via application of statistical methods and interpreting results.

- Working knowledge of the specialized vocabulary used in psychology, submission of original and appropriately cited work, and development of responsible and ethical academic practice and behavior.
- Applied experiences through internships and practicum opportunities with partnering community organizations.

C. Learning Objectives

- Knowledge base in psychology:** Describe key concepts, principles, and overarching themes in psychology, as well as working knowledge of psychology's content domains.
- 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.
- Ethical and social responsibility:** Apply ethical standards to evaluate psychological science and practice, and adopt values to build community at multiple social levels.
- Communication:** Demonstrate effective writing and presentation skills to interact well with others.
- Professional development:** Exhibit self-efficacy and self-regulation, and define a meaningful professional direction following graduation.

D. Program Learning Map

See [Appendix B](#) for all SAS program learning maps.

E. Psychology Assessment Report (Fall 2017 & Spring 2018)

1. Frequency Reports

The following table provides frequencies in Psychology across assessment categories.

| | | Frequency (Total N = 99) | Percent (Total % = 100) |
|---------------------|-------------|-----------------------------|----------------------------|
| <i>Semester</i> | Fall 2017 | 58 | 58.6 |
| | Spring 2018 | 41 | 41.4 |
| <i>Course Level</i> | Freshman | 28 | 28.3 |
| | Sophomore | 0 | 0 |
| | Junior | 43 | 43.4 |

| | | | |
|---------------------------|-------------------------------------|----|------|
| <i>Faculty</i> | Senior | 28 | 28.3 |
| | Job | 53 | 53.5 |
| | Palmer | 29 | 29.3 |
| | Munoz (Adjunct) | 17 | 17.2 |
| <i>Delivery Style</i> | Face to Face | 65 | 65.7 |
| | Online | 34 | 34.3 |
| <i>Assignment Type</i> | Exam | 28 | 28.3 |
| | Presentation | 13 | 13.1 |
| | Paper | 17 | 17.2 |
| | Case Study | 28 | 28.3 |
| | Online Learning Activities | 13 | 13.1 |
| <i>Learning Objective</i> | Knowledge | 28 | 28.3 |
| | Communication | 26 | 26.3 |
| | Critical Thinking | 29 | 29.3 |
| | Servant Leadership | 0 | 0 |
| | Academic and Professional Integrity | 16 | 16.2 |
| <i>Major</i> | Major | 43 | 43.4 |
| | Non-Major | 56 | 56.6 |

3. Grade Comparisons

The following table shows comparison of assignment and final grades for both the Fall 2017 and Spring 2018 semesters in Psychology taking into account important assessment factors (i.e., course level, delivery style, instructor responsible, type of assignment, and declaration of major in the program).

| Semester | Course Level | Instructor | Style | Assignment | Major | Assignment Grade /100 | Final Grade/100 | |
|-----------|--------------|------------|--------------|------------|-----------|-----------------------|-----------------|---------|
| Fall 2017 | Freshman | Job | Face to face | Exam | Major | Mean | 61.100 | 71.480 |
| | | | | | | Median | 81.000 | 79.800 |
| | | | | | | N | 5 | 5 |
| | | | | | | Std. Deviation | 36.0805 | 26.0472 |
| | | | | | Non-major | Mean | 67.250 | 80.550 |
| | | | | | | Median | 66.000 | 80.950 |
| | | | | | | N | 18 | 18 |
| | | | | | | Std. Deviation | 19.3446 | 13.2778 |
| | | | | | Total | Mean | 65.913 | 78.578 |
| | | | | | | Median | 72.000 | 80.400 |

| | | | | | | | | |
|-------------|--------|--------------|--------------|---------------------------|----------------|---------|---------|--------|
| | | | | | N | 23 | 23 | |
| | | | | | Std. Deviation | 23.0778 | 16.5596 | |
| | | Online | Exam | Non-major | Mean | 79.900 | 79.860 | |
| | | | | | Median | 77.000 | 82.100 | |
| | | | | | N | 5 | 5 | |
| | | | | | Std. Deviation | 12.8374 | 13.3202 | |
| Junior | Palmer | Face to face | Presentation | Major | Mean | 91.286 | 85.000 | |
| | | | | | Median | 91.000 | 85.000 | |
| | | | | | N | 7 | 7 | |
| | | | | | Std. Deviation | 4.1918 | 3.3665 | |
| | | | | Non-major | Mean | 85.667 | 86.333 | |
| | | | | | Median | 91.000 | 92.000 | |
| | | | | | N | 6 | 6 | |
| | | | | | Std. Deviation | 11.5873 | 13.7502 | |
| | | | | Total | Mean | 88.692 | 85.615 | |
| | | | | | Median | 91.000 | 86.000 | |
| | | | | | N | 13 | 13 | |
| | | | | | Std. Deviation | 8.5575 | 9.2154 | |
| | Munoz | Online | Paper | Major | Mean | 93.700 | 82.400 | |
| | | | | | Median | 96.000 | 86.500 | |
| | | | | | N | 10 | 10 | |
| | | | | | Std. Deviation | 5.9264 | 10.2328 | |
| | | | | Non-major | Mean | 93.571 | 89.286 | |
| | | | | | Median | 96.000 | 90.000 | |
| | | | | | N | 7 | 7 | |
| | | | | | Std. Deviation | 8.4825 | 7.0170 | |
| | | | | Total | Mean | 93.647 | 85.235 | |
| | | | | | Median | 96.000 | 88.000 | |
| | | | | | N | 17 | 17 | |
| | | | | | Std. Deviation | 6.8369 | 9.4639 | |
| Spring 2018 | Junior | Job | Face to face | Online Learning Exercises | Major | Mean | 92.727 | 81.164 |
| | | | | | Median | 95.000 | 82.800 | |
| | | | | | N | 11 | 11 | |
| | | | | | Std. Deviation | 6.3260 | 5.6885 | |
| | | | | Non-major | Mean | 79.000 | 69.600 | |
| | | | | | Median | 79.000 | 69.600 | |
| | | | | | N | 2 | 2 | |
| | | | | | Std. Deviation | 9.8995 | 7.4953 | |

| | | | | | | | |
|--------|--------|--------------|------------|-----------|----------------|---------|---------|
| | | | | Total | Mean | 90.615 | 79.385 |
| | | | | | Median | 93.000 | 80.400 |
| | | | | | N | 13 | 13 |
| | | | | | Std. Deviation | 8.2517 | 7.1067 |
| Senior | Job | Online | Case Study | Major | Mean | 70.750 | 71.150 |
| | | | | | Median | 73.000 | 78.300 |
| | | | | | N | 4 | 4 |
| | | | | | Std. Deviation | 15.3270 | 27.0154 |
| | | | | Non-major | Mean | 72.125 | 81.800 |
| | | | | | Median | 81.500 | 84.250 |
| | | | | | N | 8 | 8 |
| | | | | | Std. Deviation | 29.5414 | 10.9209 |
| | | | | Total | Mean | 71.667 | 78.250 |
| | | | | | Median | 80.000 | 84.250 |
| | | | | | N | 12 | 12 |
| | | | | | Std. Deviation | 24.8974 | 17.3907 |
| | Palmer | Face to face | Case Study | Major | Mean | 90.500 | 85.000 |
| | | | | | Median | 89.500 | 86.000 |
| | | | | | N | 6 | 6 |
| | | | | | Std. Deviation | 5.3198 | 7.4833 |
| | | | | Non-major | Mean | 86.900 | 87.000 |
| | | | | | Median | 87.000 | 90.500 |
| | | | | | N | 10 | 10 |
| | | | | | Std. Deviation | 7.0151 | 9.3927 |
| | | | | Total | Mean | 88.250 | 86.250 |
| | | | | | Median | 88.500 | 88.000 |
| | | | | | N | 16 | 16 |
| | | | | | Std. Deviation | 6.4962 | 8.5206 |

A review of the Psychology assessment results reveals the following:

Semesters

- There are no outstanding differences in grading between semesters. Mean grades fall in the B- range for Fall 2017 and B range for Spring 2017.

Course Level

- Freshman data is available for General Psychology with students achieving median grades in the C to B- range. Median grades are used for evaluation over mean grades due to a high standard deviation for assignment scores that take into account one outlier student who failed to complete the examination and demonstrated serious absenteeism. Removing this outlier allows for more accurate representation of the data.
- Junior-level data was negatively skewed across faculty with mean assignment and final course grades in the A- and B- to B ranges, respectively.
- Senior-level data was submitted for the Spring 2018 semester only. Mean assignment grades fell in the C- to A- range whereas final course grades were slightly lower in the C- to B+ range. It should be noted that the high standard deviation associated with the mean final grade for Dr. Job's Personality course signifies a wide range of data, taking into account scores of 0 for two students who plagiarized assignments. If the median final course grade is considered in place, the range improves from C+ to B+.

Delivery Style

- An equal number of face to face and online classes were selected for assessment review, which allows for a good comparison of the effect of delivery style on student performance. It does not appear that delivery style contributed to a difference in the assessment results for Psychology as similar averages were achieved when online courses were compared to face to face delivery. Mean grades for both delivery styles fall in the B- to B range.

Faculty

- Differences in mean and median grades are observable between Psychology's core (Drs. Job and Palmer) and adjunct faculty (Dr. Munoz). Dr. Job's mean final course grades fall in the C+ range while Dr. Palmer and Dr. Munoz's mean final course grades fall in the B range. It is relevant to note that Dr. Job's mean grades report lower due to the inclusion of a Freshman course that includes majority non-major students who must take the course as a part of their academic core. Investment and engagement is generally lower in courses unrelated to the student's chosen area of study.

Type of Assignment

- An assortment of assignments were used in Psychology's assessment of student learning. Papers, online learning activities, and presentations show the highest mean assignment grades falling in the A, A-, and B+ ranges, respectively. When graphed, we are able to see that these scores are higher than

expected, which suggest grading criteria may be too subjective or assignments too easy for the stage of learning students are at.

- Examination grades are accompanied by a high standard deviation, meaning the results should be interpreted with caution. Removing outlier data (i.e., failures and non-completion), exam grades fall in the C range. This is acceptable for a Freshman-level class. Using the median instead, exam grades were in the D range for non-major students and B range for those majoring in Psychology.
- Lower examination scores can result for various reasons: students did not prepare, items were too difficult or questions were poorly constructed, student test anxiety or pacing issues. It is advised Dr. Job complete item analysis of each examination to evaluate item difficulty and discrimination as well as review test strategies for student success.

Major

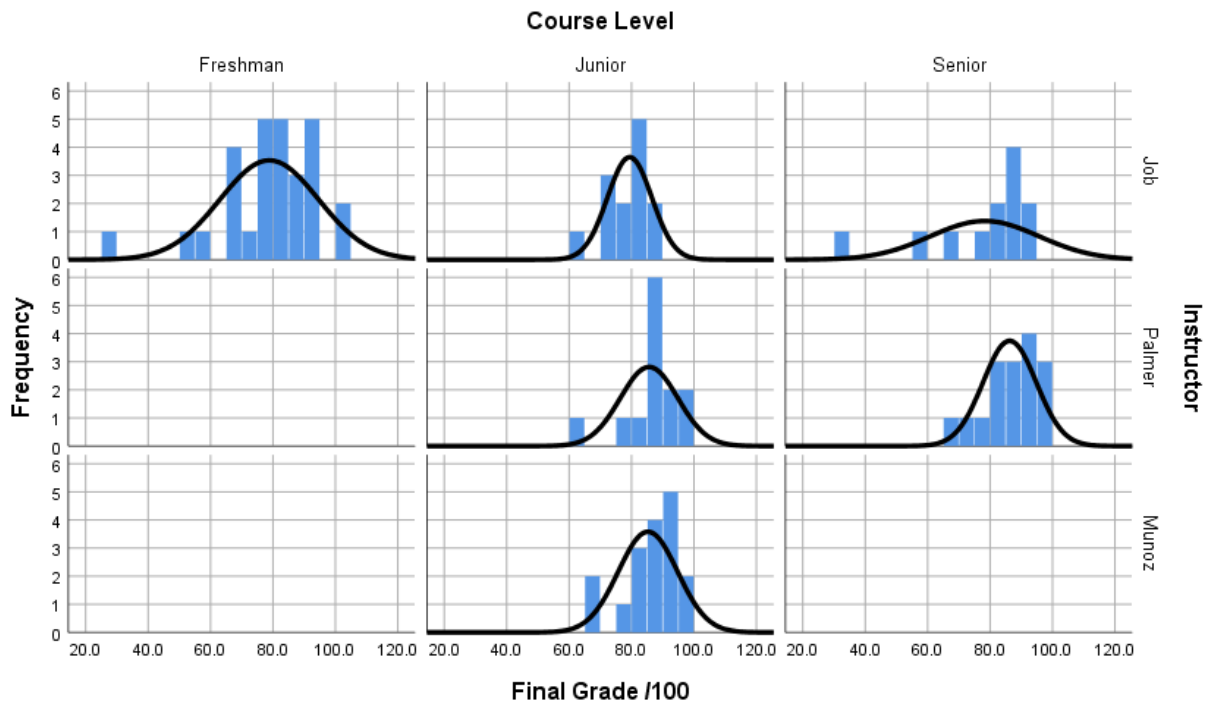
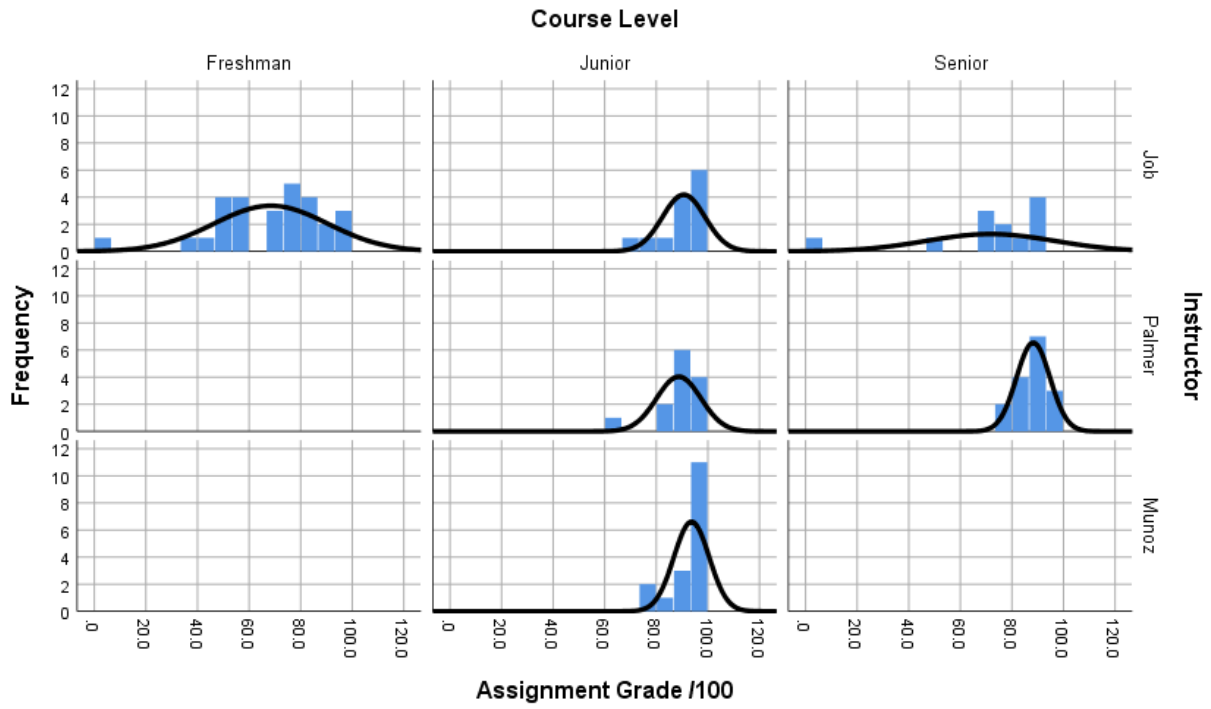
- As expected, Psychology majors scored higher than their non-major counterparts across courses with the exception of Dr. Job's Personality offering in Spring 2018. This was an anomaly as two major students engaged in plagiarism on their case study assignment, which skews the data from showing true student performance. Taking this into consideration and reviewing median scores, assignment and final course grades for major students were 91% and 85%, respectively and 83% and 83.8% respectively for non-major students.

3. Graphical Representation

Graphically, we are also able to see how the data is distributed across course level and instructor with separate histograms for assignment grades and final course grades.

Graphing the data is useful in seeing how the normal curve displays across courses and faculty.

Disregarding outlier data, Dr. Job's histograms show normality at the Freshman and Senior level with a negative skew at the Junior level. Dr. Palmer shows right-skewed scores in both her Junior- and Senior-level courses with clustering of data near the very top end of the scale at the Senior level. Dr. Munoz exhibits similar results with an even higher number of students receiving mastery level grades. It is essential for Psychology faculty to review and revise where necessary their criteria for assessment with clear links to each assignment. An increase in rigor and reliability in objective grading allows for a more normal distribution of grades. Assignment grades that are right-skewed suggest assignment and/or evaluation that may be too easy or subjective.



Areas Identified for Improvement and Suggestions for Practice

A careful examination of the assessment data across programs allows for the following conclusions and suggestions for further analysis and improvement:

Biology

- Sophomore students scored poorly on the national standardized HAPS Comprehensive Examination in Dr. Hendon's Spring 2018 Principles of Anatomy and Physiology I class. While the class average of 33.13% seems significantly low, it is important to note that the national average for this examination is 48%. Nonetheless, students' performance was still lower than expected. It is likely student preparation and test-taking ability contributed to performance but since the data reveal a significant with grade inflation across programs and courses, it is also possible that the scores received are more in line with where students actually are.
- Grades for lab courses are significantly higher than their class format counterparts. It is understood that the lab component is not conducive to standard assessment criteria. The goal of the lab is to provide students with a hands-on, interactive, group learning experience. Students are evaluated based on activity completion in their groups rather an assessment of individual student performance.
- Delivery style is difficult to assess for this academic year as only one online class was submitted for review. To gain an accurate picture of online versus traditional course delivery, it is recommended a greater number of online Biology classes be included in future assessment reviews.
- Grade inflation was readily observed with review of faculty and assignment dimensions. This issue needs to be addressed to ensure accurate and objective evaluation of student achievement and mastery of learning outcomes.
- The negative skew in data necessitates a look at the rigor with which courses are taught and evaluated. Developing assignments with an appropriate level of difficulty is necessary for a more normal distribution of grades and honest appraisal of student knowledge and skills.

Christian Studies

- Mean assignment and final course grades for both semesters fell in the B to A+ range. Data provided was negatively skewed across semesters, courses, and assignments with slightly higher averages among adjunct faculty. Grade inflation and/or content deflation is a principle concern. It will be important for core faculty to review the rigor of their courses including expectations and performance demands and ensure that objectivity and discrimination is employed in the evaluation of student work. This can be achieved through the use of standardized rubrics that can be passed on to adjunct faculty and inclusion of less subjective assessment measures (e.g., examinations, online publisher exercises).

- There was an inability to evaluate delivery style as all courses reviewed were provided face to face. It is requested a number of online courses proportionate to their offering be submitted for assessment review next year to allow for presentation comparison.
- There is no difference in the examination grades reviewed. Both courses fell in the B range. While the results are only slightly skewed to the right, the mean and median are high for both courses at 85.5% (Kirkpatrick) and 87% (Hull), respectively. These results suggest that students achieved higher scores than expected, which could be achieved because of good student preparation, appropriate application of content knowledge or easiness of examination, especially at the Sophomore level. It is recommended faculty do item analysis to evaluate the difficulty level for student learning. This will allow for confidence in the results. Mean and median grades for speech fell in the A- to A range. These scores may signal a need for re-evaluation of the criteria used to evaluate speeches and oral presentations.
- The fact that we see a more normal curve in the final grades at the Sophomore-level speaks to the soundness of some evaluation measures but not necessarily the ones submitted for this review. Christian Studies faculty may wish to evaluate their assessment practices see which assignments and grading tools help to meet student learning outcomes and which ones may need revision or replacement.

Communications and Technical Writing

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

- Since the Communications and Technical Writing program is newly established, upper-level courses have yet to be offered consistently. Therefore, only Freshman-level courses were submitted for assessment review. Courses from all levels are requested for the coming academic year.
- Delivery style is difficult to assess for this academic year as only one online class was submitted for review. To gain an accurate picture of online versus traditional course delivery, it is recommended a greater number of online Communications and Technical Writing classes be included in future assessment reviews.
- Mr. Trout submitted grades for paper assignments only. It is suggested that other means of evaluation be included for performance comparison and that faculty review individual grading criteria or rubrics to enhance consistency between faculty. This might help with the discrepancies exhibited in grades between the two faculty members.
- It will be important for the Communications and Technical Writing faculty to review their assignments, grading criteria and evaluation tools to allow for greater consistency in assessment across faculty and guarantee accurate appraisal of student skills and ensure students are developing the skills necessary to meet learning outcomes. Assignment grades that are right-skewed suggest measures that may be too easy or simple and those that are left-skewed are suggestive of criteria that may be too stringent or students that require greater support in developing basic writing skills or managing their time effectively to complete assignments.

Criminal Justice

- Completion of the program learning map is needed with linked assignments to student learning outcomes and overall program objectives.
- Mean assignment and final course grades for both semesters fell in the B to A+ range. Faculty grading was similar across courses albeit seriously inflated. It is critical faculty across Criminal Justice put forth rigorous courses that appropriately challenge students, setting expectations befitting program goals, student learning outcomes and course level, and using objective assessment tools which lend themselves to a wider range of scores that are reflective of actual student learning, effort, and performance.
- Courses available for assessment review did not include any Freshman or Sophomore classes and failed to allow Senior course comparison as data was provided for only a single Senior class. It is requested this be considered by the Program Coordinator to allow for a comprehensive review that allows all courses at all levels to be evaluated.
- Delivery style is difficult to assess for this academic year as only one face to face class was submitted for review. This is disproportionate to the number of face to face courses offered in this program area.

Nonetheless, it does not appear that delivery style contributed to a difference in the assessment results for Criminal Justice as comparable mean and median scores are seen between face to face and online format. It is encouraged that a greater number of courses with diversity in course delivery be submitted for assessment review in future academic years.

- Students fared just as well on papers and presentations as they did on examinations. All types of assignment showed little range in the distribution of grades (i.e., B to A+ range). These results submit that students achieved higher scores than expected, which signals examinations and written or oral assignments that were too easy. For examinations, it is suggested faculty complete regular item analysis to evaluate difficulty and discrimination to confirm the validity of test items and ensure examinations properly challenge student knowledge, critical thinking and communication of concepts learned. For papers and presentations, faculty may want to discuss the use of standardized rubrics, which might help adjuncts maintain grading uniformity with core faculty.
- Assignment and final course grades were equivalent across major and non-major students with scores falling in the B+ to A+ range for major and non-major students alike. However, it should be noted that out of a total *N* of 36, only 4 students were identified as non-major. A greater number of non-major students is needed to effectively evaluate any differences between students on this dimension. In general, the total *N* for this program should be higher, showing a suitable subset for this popular major.
- It will be important for Criminal Justice faculty to address issues of grade inflation and/or content deflation, increasing rigor in evaluation through the creation of examinations and written and oral assignments that show difficulty appropriate to the course objectives and student learning outcomes. Assignment and final course grades that are markedly right-skewed suggest assessment tools that fail to challenge students or processes that do not hold students accountable for their performance.

History

- Course level comparisons are only available at the Junior-level. Only one Freshman- and one Senior-level History course were evaluated. Removing work non-completion outliers, the mean and median grades fell in the B to A range across assignment and final course assessments. It is recommended that History faculty address issues of grade inflation through grading leniency. Grades that are prominently right-skewed suggest evaluation criteria and tools that do not effectively challenge students and reduce effort over the long term when mastery can be achieved by the majority.
- Online courses averaged in the B to A- range and face to face delivery in the C- to A+ range with the large majority of grades in the B+ to A+ range. These grades are high and may be reflective of grade inflation or criteria that fails to be rigorous or objective enough to lend itself to an appropriate dispersal of student grades.

- Dr. Sumruld was the only instructor to teach for the History courses selected for assessment review. In future years, it would be beneficial to submit assessment data from courses taught by core and adjunct faculty.
- There are few major students in the History program. This is a trend that has been evident for the past several years. It is suggested a more encompassing program be considered such as Political Science and Government, International Relations or Sociology.

Psychology

- Issues of plagiarism as seen in Dr. Job's Senior-level Personality class must be addressed. An outlining of academic integrity in addition to the course syllabus may be needed for online classes as well as an adjustment of assignment to reduce the likelihood of copying of internet sources.
- Freshman data for General Psychology shows a median level of achievement grades in the C (non-majors) to B- (majors) range. This is a vast improvement from last year wherein results were positively skewed, suggesting evaluation measures that may be too difficult and/or a need for greater practice in content application.
- Papers, online learning activities, and presentations show the highest mean assignment grades falling in the A, A-, and B+ ranges, respectively. These scores are higher than expected, which suggest grading criteria may be too subjective or assignments too easy for the stage of learning students are at. A review of assignments and assessment is recommended with the use of clear and focused rubrics suggested for all written work.
- Examination grades are accompanied by a high standard deviation, meaning the results should be interpreted with caution. Using the median instead, exam grades were in the D range for non-major students and B range for those majoring in Psychology. Lower examination scores can result for various reasons: students did not prepare, items were too difficult or questions were poorly constructed, student test anxiety or pacing issues. It is advised Dr. Job complete item analysis of each examination to evaluate item difficulty and discrimination as well as review test strategies for student success.
- Graphing the data is useful in seeing how the normal curve displays across courses and faculty. Disregarding outlier data, graphing of data by course level and instructor shows normality in Dr. Job's Freshman- and Senior- level courses with a negative skew at the Junior-level. Dr. Palmer shows right-skewed scores in both her Junior- and Senior-level courses with a clustering of data near the top end of the scale. Dr. Munoz exhibits similar results with an even higher number of students receiving mastery level grades. It is essential for Psychology faculty to review and revise where necessary their criteria for assessment with clear links to each assignment. An increase in rigor and reliability in objective

grading allows for a more normal distribution of grades. Assignment grades that are right-skewed suggest assignment and/or evaluation that may be too easy or subjective.

Across All Program Areas

- Program goals and student learning outcomes (SLOs) should be clearly communicated to students majoring in each discipline so that they are able to articulate the skills necessary to advance toward their chosen professions. This information should be listed on each area's webpage for prospective students as well.
- SLOs should be expressly linked to student assignments in every course with a delineation of percentage weight for each SLO captured by a particular assignment. This information was excluded from this year's analyses as demarcation of learning outcomes by assignment was only done in History and Christian Studies.
 - For a complete review across program areas, it is requested PCs review their degree plans and complete this task for every course offered. This information should also be communicated to adjunct faculty.
 - It is also proposed that all faculty include this specificity of assignment to SLO(s) on their course syllabi as a standard across programs.
 - These additions will help SAS to evaluate the reliability and validity of our assessment tools and how well we are meeting SLOs.
- Standard deviation values remain inflated across program areas due to absenteeism, assignment non-submission, limited participation and/or poor performance. High standard deviations skew the data and provide an unreliable read of student performance.
 - Efforts to increase student engagement and commitment will be important to reducing these numbers with prevention measures suggested such as class time to work on assignments and study hall with faculty support and incentives for work completion including extra credit for early submission or choice in topic or assignment.
 - A review of USW's policy on retaking courses in which students receive a grade of D or F is proposed. If students know that they can retake any course for removal of the previous grade towards their GPA, some may be less committed to courses where interest or engagement is low and/or issues in absenteeism or participation lead to poor performance. It may be interesting to consider limiting this to 1000- and 2000-level courses only.
- Grade inflation is a serious issue in SAS. Averages are consistently high across programs with some disciplines showing a greater problem with grading leniency than others. This practice undermines academic rigor and diminishes the value of grades as an indicator of student abilities. Without grade

inflation, an outstanding student might receive an A, while a very good student receives a B+. With grade inflation, both students receive an A, making it hard for differentiation between students after graduation (Slavov, 2013). There is also evidence that lenient grading reduces student effort (Babcock, 2010).

- With the exception of Communications and Technical Writing and Psychology, all other program areas have one or more courses wherein the mean final course grade is in the A range, signifying a “masterful” level of achievement. If this range was taken to include B+ grades, Psychology would also be included.
- It is important to consider the rigor of our courses and its implication for student success after graduation. If the majority of USW students can develop “excellent mastery” in almost every course, then we are not teaching rigorous courses nor are we providing students with an honest appraisal of their performance. This disallows them from knowing the areas where improvement of skill is needed and hinders their ability to reach their full potential. Giving grades appropriate to the level of mastery of the subject is the fundamental sign students receive about their performance. If lower-performing students continue to receive grades of A or B, we are communicating to them that “all is well” when this is not the case (McPeck, 2015).
- It is recommended that greater emphasis be placed on strategies for student success in the coming year in an effort to reduce the number of assignments left uncompleted. Time management and prioritization appears to be a considerable issue with many of our students juggling academic and sport schedules. Goal-setting with scheduled work throughout the week can limit the amount to be done at one time. Workshops on test preparation and test-taking strategies and writing skills may also benefit students who struggle in these areas. Increase in support and greater faculty-student contact will communicate to students a greater investment in their success, which in turn may enhance their commitment to their scholarship and achievement.
- It is proposed that the Dean of SAS and Program Coordinators review the number of courses students are enrolled in for those that are failing or not submitting work. It is possible that a workload issue is affecting students’ ability to be successful and that a reduction in demands may improve their completion of quality work.

Course Coverage

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 this rule of efficiency, faculty production is predominantly equivalent to greater than the eight courses required by all full-time faculty members' contracts. Those instructors with productivity below the optimum course coverage were either teaching in an underpopulated major, or had reduced course assignments as part of a plan for professional improvement.

As compared to AY16-17 faculty productivity, there are still four faculty teaching larger loads. The overall average for the combined efforts of SAS full-time faculty is 9 courses per year (1 above the contracted amount). However, because SAS is offering larger seat limits for freshman-level courses, those instructors with a larger average are teaching a much larger student load than instructors teaching the upper level courses.

Moving forward SAS will consider expanding faculty positions at the University to disperse the teaching load more appropriately for full-time faculty. Additionally, SAS will work with the other two schools at the University to request courses in a fashion to include more students so that courses with one or two students might be avoided at a greater frequency than is currently possible.

| School of Arts and Sciences - 2017 - 2018 FY Faculty Course Coverage | | | | | | | | | | | | |
|--|----------------|----------------------------------|------------------------------------|--------------------------------|------------|------------------------|---|---------------|-----------------|--------------------------------------|-----------------|----------------|
| Faculty member | Highest Degree | Primary Academic Content Area(s) | Secondary Academic Content Area(s) | Professional Expertise Area(s) | Level | Status | Total Student Credit Hour Production in School of A & S | | | Total Tuition Credit Hour Production | Load Factor 2** | Load Factor 1* |
| | | | | | | | Summer Semester | Fall Semester | Spring Semester | | | |
| | | | | | | | UG | UG | UG | | | |
| Arnold, Brian | MS | Mental Health Cslg | Career Development | Counselor | Staff | Resident Full-Time | 0 | 54 | 41 | 95 | 32 | 2 |
| Bailey, Dan | MS | Mathematics | Education | Educator | Instructor | Resident Full-Time | 0 | 213 | 165 | 378 | 126 | 7 |
| Boling, Michael | PhD | Communications | English | Educator | Assistant | Resident Full-Time | 6 | 333 | 195 | 534 | 178 | 10 |
| Eicke, Dustin | MS | Criminal Justice | Higher Education | Educator | Instructor | Resident Full-Time | 66 | 180 | 168 | 414 | 138 | 8 |
| Hendon, Bralie | PhD | Biology | Chemistry | Biology Research | Assistant | Resident Full-Time | 0 | 377 | 424 | 801 | 267 | 16 |
| Hull, Susan | EdD | Religion | Education | International Missions | Assistant | Non-Resident Full-Time | 24 | 366 | 246 | 636 | 212 | 12 |
| Job, Jenelle | PhD | Psychology | Diagnostics | Psychology/Counseling | Assistant | Resident Full-Time | 33 | 222 | 258 | 513 | 171 | 10 |
| Kirkpatrick, Danny | PhD | Religion | English | Pastor/Educator | Assistant | Resident Full-Time | 189 | 338 | 132 | 659 | 220 | 13 |
| Palmer, Elyn | PhD | Psychology | English | Psychology/Counseling | Assistant | Resident Full-Time | 0 | 96 | 48 | 144 | 48 | 3 |
| Sumrukl, Bill | PhD | History | Religion | Educator | Professor | Resident Full-Time | 138 | 144 | 189 | 471 | 157 | 9 |
| Trout, Richard | MA | English | Communication | Journalist | Instructor | Resident Full-Time | 3 | 267 | 258 | 528 | 176 | 10 |
| Wu, Yusheng | PhD | Biology | Chemistry | Biology Research | Associate | Resident Full-Time | 56 | 231 | 274 | 561 | 187 | 11 |

*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

The Future

Data from this annual report informed the following program observations. SAS strategic plan committee will utilize the following observations to update the SAS strategic plan actions in the next academic year.

2018-2019 Changes to SAS Programming

Based on data collected, SAS is implementing the following for the 2018-2019 Academic Year:

- Data from all disciplines reflected unusually high academic performances. While initial assessment results reflected a broad range in academic performance, it appears that students are producing more consistent and acceptable academic products. It is important that SAS faculty consider now the validity of grades given, review grading strategies, and identify appropriate student rigor. The following are slotted for next year:
 - Faculty will design a grading philosophy to be adopted in SAS. This grading philosophy will identify the grading priorities we intend to espouse, and will highlight how this philosophy will be transferred to rubrics and grading efforts.
 - Faculty will continue with professional development efforts, specifically in the area of communication of course expectations and exploring teaching strategies for the classroom.
- Assessment results specific to written exams show a much lower student performance average than other means of measurement. In an effort to address this, the SAS Academic Counselor will work with the Student Support Director to offer very specific workshops around the ideas of study habits, test-taking skills, writing strategies, and note-taking. It is anticipated that student participation will increase student performance on exams.
- As the assessment process continues to expand, SAS disciplines need to generate consistency from one course section to another. Not only does there need to be strong consistency in sections of the same course, but courses need to build skills and concepts as students move through the programs. Additional effort needs to be made in coordinating assignments, rubrics, and assessment tools.

- Development of ongoing data collection exploring student matriculation to graduate school should continue. This is an area of interest for USW administration.
- Student engagement continues to be a challenge. Additional professional development in pedagogical skills will help address this concern, but faculty need to brainstorm additional ways to better engage the student body in coursework.
- With the development of a more in-depth SAS Strategic Plan, each discipline must identify Key Performance Indicators moving forward. Additionally, SAS as a collective School should identify goals consistent with the Strategic Plan; these goals, along with the plan, will help drive decision-making in the future.

Appendix A
SAS Learning Objective Maps
SAS 2017-2018 Annual Report

The program learning maps included in this appendix were created to validate current course-level assessment practices for the student learning objectives specified. The weight in percentage refers to the assignment’s weight out of 100% for all evaluative measures used in a particular course. Program-level learning objectives were developed according to educational guidelines put forth by professional organizing bodies or industry standards. Please note that these learning maps continue to be in development as we expand programming, modify existing or add new courses, and improve assessment practices.

I. Biology

| Learning Objective | Course | Student Learning Objectives | Assignments | Weight in % |
|---|-----------------------------------|-----------------------------|---------------------------|-------------|
| General/Introductory knowledge of biology: Students will develop a general understanding of biology, biological diversity, genetics, evolution, and population dynamics. | BIO 1103: General Biology I | Knowledge | Written Assignment / Test | 40 |
| | BIO 1153: General Biology II | Knowledge | Written Assignment / Test | 40 |
| | BIO 1133: Introductory Biology | Knowledge | Written Assignment / Test | 40 |
| Biology structure & function I: Biological structures exist at all levels of organization, the smallest being atoms and cells. | BIO 3101: Microbiology | Knowledge | Written assignment / Lab | 20 |
| | | Communication | Discussion / Presentation | |

| | | | | |
|---|--------------------------------|-------------------|---------------------------|----|
| | BIO 3373: Botany | Knowledge | Written assignment / Lab | 20 |
| | | Communication | Discussion / Presentation | |
| | BIO 3513: Cell Biology | Knowledge | Written assignment / Lab | 20 |
| | | Communication | Discussion / Presentation | |
| Biology structure & function II: Higher level biological structure exist at the organismal, population, and community level. | BIO 3213: Nutrition | Knowledge | Test / Lab / Exam | 30 |
| | | Communication | Discussion / Presentation | |
| | | Critical Thinking | Written assignment | |
| | BIO 3313: Invertebrate Zoology | Knowledge | Test / Lab / Exam | 30 |
| | | Communication | Discussion / Presentation | |
| | | Critical Thinking | Written assignment | |
| | BIO 3323: Vertebrate Zoology | Knowledge | Test / Lab / Exam | 30 |
| | | Communication | Discussion / Presentation | |
| | | Critical Thinking | Written assignment | |
| | BIO 3373: Botany | Knowledge | Test / Lab / Exam | 30 |

| | | | | |
|---|---|-------------------|---------------------------|----|
| | | Communication | Discussion / Presentation | |
| | | Critical Thinking | Written assignment | |
| | BIO 3503: Ecology | Knowledge | Test / Lab / Exam | 30 |
| | | Communication | Discussion / Presentation | |
| | | Critical Thinking | Written assignment | |
| Genetics: Organisms inherit genetic and epigenetic information that influences the location, timing, and intensity of gene expression. Organisms also acquire, use, and transfer nongenetic information. | BIO 3403: Genetics | Knowledge | Test / Lab / Exam | 30 |
| | | Communication | Discussion / Presentation | |
| | | Critical Thinking | Written assignment | |
| Body Systems: Body systems are interconnected and interacting. | BIO 2102: Medical Terminology | Knowledge | Test / Lab / Exam | 30 |
| | | Communication | Discussion / Presentation | |
| | | Critical Thinking | Written assignment | |
| | BIO 2103: Principles of Human Anatomy and Physiology I | Knowledge | Test / Lab / Exam | 30 |
| | | Communication | Discussion / Presentation | |
| | | Critical Thinking | Written assignment | |

| | | | | |
|--|---|----------------------|------------------------------|----|
| | BIO 2113: Principles of Human Anatomy and Physiology II | Knowledge | Test / Lab / Exam | 30 |
| | | Communication | Discussion / Presentation | |
| | | Critical Thinking | Written assignment | |
| Physical foundations of biology: Complex living organisms transport materials, sense their environment, process signals, and respond to changes using processes that can be understood in terms of physics and other environmental sciences. | PHY 1103: General Physics I | Knowledge | Test / Lab / Exam | 40 |
| | PHY 1203: General Physics II | Knowledge | Test / Lab / Exam | 40 |
| | GEO 1103: Physical Geology | Knowledge | Test / Lab / Exam | 40 |
| | GEO 1403: Historical Geology | Knowledge | Test / Lab / Exam | 40 |
| | ENV 1103: Environmental Science | Knowledge | Test / Lab / Exam | 40 |
| | ENV 3303: Environment and Energy | Knowledge | Test / Lab / Exam | 40 |
| Chemical foundations of biology: The principles that govern chemical interactions and reactions form the basis for a broader understanding of the | CHE 1103: Principles of Chemistry I | Knowledge | Test / Lab / Exam | 40 |
| | CHE 1203: Principles of Chemistry II | Knowledge | Test / Lab / Exam | 40 |

| | | | | |
|--|-----------------------------------|-------------------------------------|----------------------------|----|
| molecular dynamics of living systems. | CHE 3103: Organic Chemistry I | Knowledge | Test / Lab / Exam | 40 |
| | CHE 3203: Organic Chemistry II | Knowledge | Test / Lab / Exam | 40 |
| | CHE 3303: Biochemistry | Knowledge | Test / Lab / Exam | 40 |
| Scientific inquiry and critical thinking: Understand scientific research, scientific writing, Interpret data through tables, charts, and graphs, and draw conclusions about them using mathematical analysis and reasoning. | All courses | Communication | Discussion / Presentation | 20 |
| | | Critical Thinking | Written assignment/ Lab | 40 |
| | | Academic and Professional Integrity | Paper | 20 |
| Laboratory skills: Students will understand safety regulations and have hands on experience with biological experimentation, data analysis and modeling. | All lab courses | Servant Leadership | Lab | 50 |
| | | Critical Thinking | Written assignment | 20 |

II. Christian Studies

| Learning Objective | Course | Student Learning Objectives | Assignments | Weight in % |
|--------------------|--------|-----------------------------|-------------|-------------|
|--------------------|--------|-----------------------------|-------------|-------------|

| | | | | |
|---|---|-------------------|--------------------------------|----|
| <p>Demonstrate an introductory knowledge of the major disciplines within Christian Studies: Articulate the historical, literary, and theological dimensions of the Old and New Testaments, key theological doctrines and their development throughout Christian thought, effective and biblically sound methods of practical ministry, and the Gospel appropriately in various contexts.</p> | REL 1103: Old Testament Survey | Knowledge | Exams 1, 2, 3 | 60 |
| | REL 1203: New Testament Survey | Knowledge | Exams 1, 2, 3 | 60 |
| | REL 3143: History of Christianity to 1517 | Communication | Essays | 10 |
| | | Knowledge | Exams | 42 |
| | REL 3333: History of Christianity from 1517 | Knowledge | Quiz 2 | 3 |
| | REL 3413: Practical Ministry | Knowledge | Presentation | 8 |
| | REL 4313: Advanced Biblical Research | Knowledge | Exam 1 | 33 |
| | REL 4723: Topics in Theological Study | Knowledge | Exegesis Research Papers | 25 |
| <p>Demonstrate research skills appropriate to Christian studies: Apply appropriate</p> | REL 2403: Faith and | Critical Thinking | Essay 3 | 5 |

| | | | | | |
|---|---|-----------------------------------|----------------------------|-------------------------|----|
| hermeneutics of the Bible in preparation for preaching and teaching, use qualitative research methods in ethnographic and demographic studies, and produce quality research using historic and modern theological and biblical texts in accordance with the American Psychological Association Publication Manual, 6 th Edition. | Christian Ethics | Academic & Professional Integrity | Essay 3 | 5 | |
| | REL 2503: Hermeneutics | Communication | Interpretation Assignments | 56 | |
| | REL 3213: Ethnographic Research | Knowledge | Quizzes | 9 | |
| | | Communication | Presentation | 12 | |
| | | Academic & Professional Integrity | Presentation | 12 | |
| | REL 4313: Advanced Biblical Research | Critical Thinking | Research Paper | 33 | |
| | | Academic & Professional Integrity | Research Paper | 33 | |
| | REL 4723: Topics in Theological Study | Critical Thinking | Exegesis Papers | 25 | |
| | 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: New Testament Survey | Servant Leadership | Quiz 7 | 4 |
| | | REL 2213 : Spiritual Formations | Communication | Classroom participation | 30 |
| REL 2403: Faith and | | Servant Leadership | In-class participation | 10 | |

| | | | | |
|---|---------------------------------------|-----------------------------------|-----------------------------------|----|
| | Christian Ethics | | | |
| | REL 3413: Practical Ministry | Servant Leadership | Quizzes | 12 |
| 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: Faith and Christian Ethics | Communication | Essay 4 | 5 |
| | | Academic & Professional Integrity | Essay 4 | 5 |
| | REL 2213: Spiritual Formations | Servant Leadership | Servant Leadership Presentation | 5 |
| | REL 3413 : | Communication | Writing Assignments | 12 |
| | REL 4233: Evangelism and Discipleship | Servant Leadership | Corporate Evangelism Project | 25 |
| | REL 4113: Biblical Counseling | Knowledge | Discussion Questions | 10 |
| | REL 4813: Practicum | Servant Leadership | Internship completion with mentor | 32 |
| | | Academic & Professional Integrity | Internship completion with mentor | 32 |

III. Communications & Technical Writing

| Learning Objective | Course | Student Learning Objectives | Assignments | Weight in % |
|--|--|-----------------------------|---|-------------|
| <p>Demonstrate knowledge of the Communication discipline and its central questions: Students will be able to explain the origins of the Communication discipline as well as summarize the broad nature of Communications. Further, they will be able to articulate the importance of communication expertise in career development and civic engagement, examine contemporary debates within the field, and identify intellectual specializations within the communications discipline.</p> | COMM 1123: Christianity and Communication | Knowledge | Exams (2) | 40 |
| | | Communication | Presentation | 20 |
| | COMM 3213: Rhetorical Thought and Theory | Knowledge | Exams (2) | 40 |
| | | Communication | Presentation on Rhetorician | 20 |
| | COMM 3101: Introduction to Communication Theory | Knowledge | Theory Application Paper, Exam (1) | 40 |
| | | Communication | Theory Presentation | 30 |
| | COMM 3203: Communication Research | Knowledge | Conducted Research Project, Exam (1) | 40 |
| | | Communication | Focus Group, Interviews | 20 |
| | COMM 3303: Quantitative Research | Knowledge | Exams (2), Implemented Research Project | 50 |
| | | Communication | Written Research Reports | 40 |

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| | COMM 3323: Qualitative Research | Knowledge | Exams (2), Implemented Research Project | 50 |
| | | Communication | Focus Groups, Interviews | 20 |
| Employ Communication theories, perspectives, principles, and concepts: Students will demonstrate the ability explain, synthesize, and apply communication theories, perspectives, principles and concepts. They will also be trained in evaluation of communication and be able to provide meaningful critique. | COMM 3101: Introduction to Communication Theory | Communication | Theory Presentation | 30 |
| | | Knowledge | Theory Application Paper, Exam (1) | 40 |
| | COMM 3203: Communications Research Methods | Communication | COMM Theory Testing Project | 35 |
| | | Knowledge | Exam | 20 |
| | | Critical Thinking | Analysis of theories | 20 |
| | COMM 3403: Writing for Social Media | Communication | Social media campaign project | 40 |
| | | Knowledge | Keyword search creation project | 20 |
| | | Critical Thinking | Analysis of past social media campaigns | 20 |
| | COMM 3213: Rhetorical Thought and Theory | Communication | Presentation on Rhetorician | 20 |
| | | Critical thinking | Application of classical rhetoric to a contemporary media | |

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| | COMM 1123: Christianity and Communication | Communication | Presentation | 20 |
| | | Critical Thinking | Analysis of effective means of religious communication | |
| | COMM 2113: Introduction to Media Writing | Communication | News Report Writing Project | 20 |
| Knowledge | | Exam | 20 | |
| Create messages with the ability to motivate appropriate to the audience, purpose, and context: Students will be able to locate and use information relevant to goals, audiences, purposes, and contexts as well as select creative and appropriate modalities and technologies to accomplish communicative goals. They will also be able to adapt messages to diverse needs and present messages in multiple contexts. Moreover, they will gain the ability to adjust messages while in the process of communication | COMM 1103: Principles of Speech | Servant Leadership | Persuasive Speech | 15 |
| | | Communication | Informative Researched Speech | |
| | ENG 1113: Rhetoric and Composition | Servant Leadership | Argumentative Paper | 10 |
| | | Knowledge | Exam, APA writing drills | 20 |
| | COMM 2103: Introduction to Media Studies | Servant Leadership | Analysis of motivational media usage | 20 |
| | | Communication | Creation of media under study | 20 |
| | COMM 2203: Intercultural Communication | Servant Leadership | Immersion in other culture project | 25 |
| | | Knowledge | Exam | 20 |
| | COMM 3423: Journalistic Media Writing | Servant Leadership | Writing persuasive article | 25 |
| | | Knowledge | Exam | 20 |

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| and critically reflect on their own message after the communication event. | | Academic Integrity | Media Ethics Project | 20 | |
| Utilize critical thinking to analyze messages: Students will be able to identify embedded meanings in messages, articulate characteristics of mediated and non-mediated messages, recognize the influence of messages, engage in active listening, and enact mindful responding to messages. | COMM 2103: Introduction to Media Studies | Critical Thinking | Written analysis of a media artifact | 20 | |
| | | Knowledge | Exam, quizzes | 30 | |
| | COMM 2203: Intercultural Communication | Critical Thinking | Analysis of Cultural Exchange | 25 | |
| | | Communication | Presentation | 20 | |
| | COMM 3323: Qualitative Research | Critical Thinking | Written Analysis of Research Findings | 20 | |
| | | Knowledge | Exams (2), Implemented Research Project | 50 | |
| | COMM 4103: Historical Critical Methods | Critical Thinking | Written in depth analysis | 30 | |
| | | Knowledge | Write ups on Critical Theories | 20 | |
| | Apply ethical communication principles and practices: Students will be able to identify ethical and explain various ethical perspectives, articulate the ethical | COMM 1113: Interpersonal Communication | Academic Integrity | Communications Experiments | 50 |
| | | | Knowledge | Quizzes | |
| COMM 4723: Communication Studies: Capstone Project | | Academic Integrity | Workplace Ethics project | 20 | |
| | | Knowledge | Portfolio Project | | |

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| dimension of a communication situation. Further, they will learn to choose to communicate with ethical intention and propose solutions for (un)ethical communication. | ENG 1113: Rhetoric and Composition | Academic Integrity | Plagiarism Identification Project | 10 |
| | | Communication | Paper presentation | 5 |
| | COMM 3323: Qualitative Research | Academic Integrity | Human Subject Workshop | 10 |
| | | Knowledge | Exams (2), Implemented Research Project | 50 |
| | COMM 3303: Quantitative Research | Academic Integrity | Human Subject Workshop | 10 |
| | | Knowledge | Exams (2), Implemented Research Project | 50 |

IV. Criminal Justice

| Learning Objective | Course | Student Learning Objectives | Assignments | Weight in % |
|---|----------|-----------------------------|-------------|-------------|
| Demonstrate an introductory knowledge of Criminal Justice institutions: Describe from a historical and systemic perspective criminal justice institutions and how they relate to each other. | CRJ 2503 | Knowledge | TBD | TBD |
| | CRJ 3013 | Knowledge | TBD | TBD |
| | CRJ 3023 | Knowledge | TBD | TBD |
| | CRJ 3043 | Knowledge | TBD | TBD |
| | CRJ 3103 | Knowledge | TBD | TBD |
| | CRJ 3503 | Knowledge | TBD | TBD |
| Demonstrate advanced knowledge of Criminal Justice institutions, social mechanisms, and social resources: Understand the mechanisms, dynamics | CRJ 2503 | Knowledge | TBD | TBD |
| | | Servant Leadership | TBD | TBD |
| | CRJ 3513 | Knowledge | TBD | TBD |

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| and situational context of crime and criminal behavior, and methods of prevention and treatment. | | Servant Leadership | TBD | TBD |
| | CRJ 3023 | Knowledge | TBD | TBD |
| | | Servant Leadership | TBD | TBD |
| | CRJ 4203 | Knowledge | TBD | TBD |
| | | Servant Leadership | TBD | TBD |
| | CRJ 4303 | Knowledge | TBD | TBD |
| | | Servant Leadership | TBD | TBD |
| | CRJ 3223 | Knowledge | TBD | TBD |
| | | Servant Leadership | TBD | TBD |
| | CRJ 3503 | Knowledge | TBD | TBD |
| | | Servant Leadership | TBD | TBD |
| | CRJ 4413 | Knowledge | TBD | TBD |
| | | Servant Leadership | TBD | TBD |
| | Practical application of Criminal Justice knowledge: Analyze the operations and administration of criminal justice institutions in the context of public discourse. | CRJ 2503 | Critical Thinking | TBD |
| CRJ 3513 | | Critical Thinking | TBD | TBD |
| CRJ 3023 | | Critical Thinking | TBD | TBD |
| CRJ 3223 | | Critical Thinking | TBD | TBD |
| CRJ 3503 | | Critical Thinking | TBD | TBD |
| CRJ 4203 | | Critical Thinking | TBD | TBD |
| CRJ 4303 | | Critical Thinking | TBD | TBD |
| CRJ 4413 | | Critical Thinking | TBD | TBD |
| Professional communication: Demonstrate critical thinking skills | CRJ 3033 | Communication | TBD | TBD |
| | CRJ 3503 | Communication | TBD | TBD |

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| through verbal presentation, by developing a coherent written argument, consistent with and building upon the goals of general education. | CRJ 4423 | Communication | TBD | TBD |
| Criminal Justice research knowledge: Demonstrate the ability to access, conduct, interpret and apply criminal justice research. | CRJ 4423 | Academic & Professional Integrity | TBD | TBD |
| | CRJ 42XX | Academic & Professional Integrity | TBD | TBD |

**TBD = to be determined*

V. History

| Learning Objective | Course | Student Learning Objectives | Assignments | Weight in % |
|--|--|---|---|-------------|
| Academic and professional integrity: Demonstrate understanding and application of proper historical methodology and hermeneutical principles, and exhibit an avoidance of plagiarism. | HIS 3213: Colonial America | Servant Leadership/ Academic and Professional Integrity | Essay on Colonial Servant Leadership | 10 |
| | | Communication | Discussion on colonial differences | 5 |
| | | Communication | Discussion on how the Revolution was fought | 5 |
| | HIS 3223: Civil War and Reconstruction | Academic and Professional Integrity | Essay on person most responsible | 7 |

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| | | | for bringing about the war | |
| | | Communication | Discussion of the Most Important Factor Bringing About the War's Outcome | 7 |
| | HIS 4123: Historical Methods and Interpretation | Academic and Professional Integrity | Qualitative Research Paper | 20 |
| | | Academic and Professional Integrity | Essay on Hermeneutic Process | 4 |
| | HIS 4203: Philosophies of History | Communication | Discussions of key philosophers | 20 |
| | HIS 4303: History of the Black Civil Rights Movement | Communication | Presentations and Discussions of Key Leaders and Unsung Heroes | 30 |
| Critical thinking: Demonstrate understanding and application of proper historical methodology, hermeneutical principles, and basic principles of logic. | HIS 3213: Colonial America | Critical Thinking | Documentary Analysis of the Declaration | 15 |
| | HIS 3223 : Civil War and Reconstruction | Critical Thinking | Documentary Analysis of the Emancipation | 6 |
| | HIS 4123: Historical Methods and Interpretation | Critical Thinking | Aggregate of Documentary Interpretation Exercises | 15 |

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| | | Critical Thinking | Evaluation of a Term Paper Exercise | 7 |
| | HIS 4203: Philosophies of History | Critical Thinking | Critical Analysis of the My Philosophy Papers | 8 |
| Knowledge of history: Demonstrate an accurate understanding of the interaction between key historical personages, events, movements, key concepts and geography. | HIS 1103: Western Civilization to 1715 | Knowledge | Aggregate of Exams | 50 |
| | | Knowledge | Essay on Impact of Hebrew (Biblical) Ideas | 5 |
| | | Knowledge | Essay on Development of the Ideas of individual human dignity, liberty, justice, equality, and the rule of law in Western Thought | 5 |
| | HIS 1203: Western Civilization from 1716 | Knowledge | Aggregate of Exams | 50 |
| | | Knowledge | Essay on Deism and Bishop Butler's Objections to It | 5 |
| | | Knowledge | Essay on the Contrasts between the classic forms of Liberalism, | 5 |

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| | | | Conservatism, and Socialism | | |
| | HIS 2103: American History to 1876 | Communication | Discussion of what factors led to the rebellion of the colonies against England | 5 | |
| | | Communication | Discussion of all the factors and their relative importance leading to the Civil War | 5 | |
| | | Knowledge | Essay on why Reconstruction failed | 5 | |
| | | Knowledge | Aggregate of Exams | 50 | |
| | HIS 2203: American History from 1877 | Knowledge | Aggregate of Exams | 40 | |
| | | Communication | Discussion of Educational Changes following the Civil War | 5 | |
| | | Communication | Discussion of the Rise of Progressivism | 5 | |
| | | Knowledge | Indian Policy Worksheet | 5 | |
| | | | Knowledge | Aggregate of Exams | 50 |

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| | HIS 3313 : World History to 1500 | Knowledge | Servant Leadership Comparison Essay | 10 |
| | | Knowledge | Achievements and Contributions Essay | 10 |
| | HIS 3413 : World History from 1500 | Knowledge | Aggregate of Exams | 40 |
| | | Knowledge | Essay on Technological Change | 7 |
| | | Knowledge | Essay on Limits of Power | 7 |
| | Communication: Demonstrate an ability to produce accurate and properly written historical essays and papers, contribute cogently to historical discussions, and exhibit an ability to create and perform well produced and historically accurate audio-visual presentations both face to face and online. | HIS 1203: Western Civilization from 1716 | Communication | Discussion Comparing French and American Revolutions |
| Communication | | | Discussion of Factors Enabling European Colonial Domination | 10 |
| Communication | | | Discussion Comparing Soviet Communism, Fascism, and Nazism | 10 |
| HIS 2203: American History from 1876 | | Communication | Presentation on and Aspect of U.S. Participation in World War One | 5 |

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| | Communication | Essay on an Aspect of the Great Depression | 5 |
| | Communication | Presentation on a Cold War Incident | 5 |
| HIS 3413: World History from 1500 | Communication | Discussion on Types of Colonialism | 7 |
| | Communication | Discussion of most important factors leading to world domination by Europeans | 7 |
| HIS 4123: Historical Methods and Interpretation | Communication | Aggregate of Discussions on Historical Methods | 10 |
| | Communication | Presentation on Teaching History | 5 |
| HIS 4203: Philosophies of History | Communication | My Philosophy of History Annotated Essay | 16 |
| HIS 4303: History of the Black Civil Rights Movement | Communication | Greatest Servant Leader in the Movement Essay | 20 |

VI. Psychology

| Learning Objective | Course | Student Learning Objectives | Assignments | Weight in % |
|---|---|-----------------------------|---|--------------------|
| 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: General Psychology | Knowledge | MindTap Activities (14) Exams (3) | 30 26 |
| | PSY 3103: Learning and Behavior Modification | Knowledge | Case Studies (3) Exams (2) | 20 20 |
| | PSY 3113: Cognitive Neuroscience | Knowledge | ZAPS Online Learning Labs (20) Exam Review Circuits (4) Exams (4) | 33.3 11 22.2 |
| | PSY 3133: Affective and Motivational Science | Knowledge | Exam Review Circuits (3) Exams (3) | 16 24 |
| | PSY 3213: Human Growth and Development | Knowledge | Exams (2) | 31.8 |
| | PSY 3223: Adulthood and Aging | Knowledge | Exams (3) | 30 |
| | PSY 3243: Childhood and Adolescence | Knowledge | Exams (3) | 30 |

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| | PSY 3503: Social Psychology | Knowledge | Exam | 30 |
| | PSY 3513: History of Psychology | Knowledge | Exams (3) Short Essays (3) | 30 30 |
| | PSY 4103: Theories of Personality | Knowledge | Exams (3) Case Conceptualizations (6) | 23 23 |
| | PSY 4203: Abnormal Psychology | Knowledge | Exams (3) | 30 |
| | PSY 4423: Research Methods in Behavioral Sciences | Knowledge | Quizzes (5) | 25 |
| 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 1103: General Psychology | Critical Thinking | Written Assignments (2) MindTap Activities (14) Participation Activities (6) | 8.7 30 17.4 |
| | PSY 2113: Writing in Psychology | Critical Thinking | <i>New Course-not yet offered</i> | TBD |
| | PSY 2403: Psychology of Sex and Gender | Critical Thinking | In-class Writing Exercises (5) Class Discussions (5) | 8.7 13 |

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| | PSY 3103: Learning and Behavior Modification | Critical Thinking | Case Studies (3) Discussions (6) Behavior Modification Project | 20 10 40 |
| | PSY 3113: Cognitive Neuroscience | Critical Thinking | ZAPS Online Learning Labs (20) Discussions (8) | 33.3 11 |
| | PSY 3213: Human Growth and Development | Critical Thinking | In-class Writing Exercises (5) Research Article Review | 9 4.5 |
| | PSY 3133: Affective and Motivational Science | Critical Thinking | Discussions (8) Film Presentation Participation Activities (8) | 16 16 16 |
| | PSY 3333: Psychology of Stress, Trauma and Resilience | Critical Thinking | Discussions (8) Labs (4) Written Reflections (3) | 19 19 14.3 |
| | PSY 3403: Group Dynamics and Intercultural Relations | Critical Thinking | Reflection Writings (5) | 15 |
| | PSY 3503: Social Psychology | Critical Thinking | Thought Papers (3) Discussions (7) Group Presentation | 30 7 30 |

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| | PSY 4103: Theories of Personality | Critical Thinking | Discussions (8) Case Conceptualizations (6) Media Summary Theory Application Presentation | 15.4 23 3.8 15.4 |
| | PSY 4203: Abnormal Psychology | Critical Thinking | Article Reviews (3) Cartoon Case Study | 30 15 |
| | PSY 4223: Forensic and Legal Psychology | Critical Thinking | Video Reflections (10) 'Hunt a Killer' Investigation | 21.7 13 |
| | PSY 4323: Clinical Psychology | Critical Thinking | <i>New Course-not yet offered</i> | TBD |
| | PSY 4423: Research Methods in Behavioral Sciences | Critical Thinking | Labs (5) | 25 |
| Ethical and social responsibility: Apply ethical standards to evaluate psychological science and practice, and adopt values to build community at multiple social levels. | PSY 2403: Psychology of Sex and Gender | Academic & Professional Integrity | Film Questions and Reflections (3) | 10.4 |
| | PSY 3213: Human Growth and Development | Academic & Professional Integrity | Film Review | 18.2 |

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| PSY 3333: Psychology of Stress, Trauma and Resilience | Academic & Professional Integrity | Written Reflections (3) Participation Activities (5) | 14.3 8.7 |
| PSY 3403: Group Dynamics and Intercultural Relations | Academic & Professional Integrity | Ethical Issue Position Paper | 10 |
| PSY 4103: Theories of Personality | Academic & Professional Integrity | Film Review | 11.5 |
| PSY 4203: Abnormal Psychology | Academic & Professional Integrity | Cartoon Case Study & Presentation | 20 |
| PSY 4213: Family Systems | Academic & Professional Integrity | Ethnographic Family Observation Film Review | 10 20 |
| PSY 4223: Forensic and Legal Psychology | Academic & Professional Integrity | Video Reflections (10) | 21.7 |
| PSY 4323: Clinical Psychology | Academic & Professional Integrity | <i>New Course-not yet offered</i> | TBD |
| PSY 4423: Research Methods | Academic & Professional Integrity | Survey Research Proposal | 7.5 25 |

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| | in Behavioral Sciences | | | |
| | PSY 4804: Practicum in Psychology | Academic & Professional Integrity | Ethical, Moral & Professional Dilemmas (6) | 18 |
| Communication: Demonstrate effective writing and presentation skills to interact well with others. | PSY 1103: General Psychology | Communication | Psychological Disorders Group Presentation | 17.3 |
| | PSY 2113: Writing in Psychology | Communication | <i>New Course-not yet offered</i> | TBD |
| | PSY 2403: Psychology of Sex and Gender | Communication | In-class Poster | 8.7 |
| | | | Gendered Scavenger Hunt | 11 |
| | | | Photo Essay and Exhibition | 21.7 |
| | PSY 3103: Learning and Behavior Modification | Communication | Behavior Modification Project | 40 |
| | PSY 3133: Affective and Motivational Science | Communication | In-class Essay | 8 |
| Media Story Poster | | | 8 | |
| | | Film Presentation | 16 | |
| PSY 3213: Human Growth and Development | Communication | Historical Perspectives Interview Group Presentations | 9 18.2 | |

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| PSY 3223: Adulthood and Aging | Communication | Historical Perspectives Interview Role Plays | 10 20 |
| PSY 3243: Childhood and Adolescence | Communication | Historical Perspectives Interview Role Plays | 10 20 |
| PSY 3333: Psychology of Stress, Trauma and Resilience | Communication | Media Story Video Presentation | 19 |
| PSY 3403: Group Dynamics and Intercultural Relations | Communication | Group Proposal Presentation | 10 |
| PSY 3503: Social Psychology | Communication | Group Presentations | 30 |
| PSY 4103: Theories of Personality | Communication | Media Summary Theory Application Presentation | 3.8 15.4 |
| PSY 4203: Abnormal Psychology | Communication | Cartoon Case Study Presentation | 5 |
| PSY 4213: Family Systems | Communication | Family Interviews | 15 |

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| | PSY 4223: Forensic and Legal Psychology | Communication | Podcast Report and Presentation Insanity Case Presentation | 10.7 17.4 |
| | PSY 4323: Clinical Psychology | Communication | <i>New Course-not yet offered</i> | TBD |
| | PSY 4423: Research Methods in Behavioral Sciences | Communication | Survey Presentation Research Proposal Presentation | 2.5 5 |
| Professional development: Exhibit self-efficacy and self- regulation, and define a meaningful professional direction following graduation. | PSY 4323: Clinical Psychology | Servant Leadership | <i>New Course-not yet offered</i> | TBD |
| | PSY 4423: Research Methods in Behavioral Sciences | Servant Leadership | Survey and Presentation Research Proposal and Presentation | 10 30 |
| | PSY 4804: Practicum in Psychology | Servant Leadership | Practicum Practicum Portfolio | 40 30 |

**TBD = to be determined*