

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

Report Generated: 06/10/2022 04:09:40 PM

## Biological and Environmental Sciences

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Summary

##### Summary of Last Year's Assessment Work

We assessed critical thinking skills in BIOL-393 Junior Seminar (SP21) and communicating research in both BIOL-400 Senior Seminar (FA20) and BIOL-393 Junior Seminar (SP21). The same communication rubric was used to examine students in both the Junior and Senior seminar courses so that we can begin to track improvements in our students over time. We used a rubric in CampusLabs to produce a method of assessment that could be used consistently in multiple courses over multiple years moving forward. In our assessment results from 20-21, 100% of students met or exceed our expectations in critical thinking. We feel an additional year of assessment is needed for critical thinking in order to make reliable conclusions. 70% of seniors met or exceeded our expectation in communicating research while 100% of junior met or exceeded our expectations. The Junior and Senior Seminar courses were assessed with different rubrics and it is planned that one common rubric in CampusLabs will be used in the future to produce a method of assessment that could be used consistently in multiple courses over multiple years.

##### Significant Accomplishments

No course/curricular/program changes are planned at this time since another year is needed to draw any conclusions from these data with the new rubrics and new Junior seminar. Small changes are planned for the ENVS seminar course to address career development.

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Communicating Research

##### Outcome Statement

Communicate research findings orally and in writing to a variety of audiences

##### Signature Learning Outcomes

Communication

##### Assessment Measure Title

Oral Presentation

##### Assessment Semester

Fall Semester

##### Assessment Level

At the course-level

##### Course(s)

BIOL-400 Senior Seminar

##### Assessment Method

Rubric

##### Achievement Level Threshold

80% Met Expectations, 90% Exceeded Expectations

##### Assessment Results

BIO 6

##### COMMUNICATING RESEARCH

Communicate research findings orally and in writing to a variety of audiences

Academic Year 2021-2022: BIOLOGY

Term: Overview



##### Planned Changes to Course, Curriculum, or Programming Changes

No course/curricular/program changes are planned at this time since over 80% of students met or exceeded expectations scoring an 80% or higher. Using the same rubric, the scores were a little lower in Fall 2020 with 70% of students scoring an 80% or higher (but it was a covid year). Unfortunately, the junior seminar is still not using the same rubric as the senior seminar for oral presentations. If the 'Oral Communication' portion of the Senior Seminar rubric can be used in the Junior Seminar (in addition to the ethical reasoning portion), then in the future we will be able to track student progress in oral communication skills between the spring of their junior year and the fall of their senior year since both seminars are required for biology majors at Capital.

##### Changes to Assessment Plan

It is recommended that the 'Oral Communication' portion of the Junior Seminar and Senior Seminar rubrics be revised so they are the same. It will be discussed in the first department meeting of the semester in August 2022.

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<b>Biological and Environmental Sciences</b>		
	<p><b>Analysis and Summary</b></p> <p>Twenty-five students gave twenty-minute, small-group oral presentations in Senior Seminar (BIOL-400-01) in Fall 2021. The students formed groups of two or three students, chose a topic for their presentation, and selected an article for presentation. The articles were primary sources from peer-reviewed journals and contained experimental or clinical data. The use of PowerPoint or other presentation software was expected. The instructor used the Biology Communications Rubric in CampusLabs, which scored across the following three categories: context of and purpose for communication, delivery (oral), and integrated communication. There are four levels (advanced, proficient, intermediate, and novice).</p> <p>The confidence in the accuracy of the results in Fall 2021 was selected as 'high' with the use of the new rubric for a second time to assess the students individually on their oral presentations. The results showed that 22 students scored between 90-100% and 0 students scored between 80-89%. Two students scored between 70-79%, which was considered 'partially met expectations'. One student received a 50%. Therefore, 88% of students (or 22 out of 25) scored an 80% or higher on their oral presentation of a peer-reviewed article.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Critical Thinking</b>		
<p><b>Outcome Statement</b> Think critically about scientific information</p> <p><b>Signature Learning Outcomes</b> Liberal Education Skills Ethical Interaction</p> <p><b>Assessment Measure Title</b> Oral Presentation</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> BIOL300 Junior Seminar in SP21</p>	<p><b>Achievement Level Threshold</b> 80% Met Expectations, 90% Exceeded Expectations</p> <p><b>Assessment Results</b> BIO 5 <b>CRITICAL THINKING</b> Think critically about scientific information Academic Year 2021-2022: BIOLOGY Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p>It should be discussed as a department if both dimensions should be assessed, or just the one focused on the connection between science and ethics. With the recent review of the program, we have created a PLO for the Biology Program focused on ethics that students graduating from the program will be able to 'conduct actions and experiments responsibly and ethically'. This PLO is planned to be assessed again in Spring 2023 in BIOL-300 (mastery), but with new assessment in BIOL-315 (related to CITI Program completion - enforced) and possible BIOL-110 or BIOL-151 (introduced). We should also discuss as a department if we can create one rubric that can be used in all courses to track student progress throughout the program on this PLO.</p>

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Biological and Environmental Sciences														
<p><b>Assessment Method</b> Rubric</p>	<p><b>Critical Thinking</b></p> <table border="1"> <caption>Critical Thinking Assessment Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>80%</td> </tr> <tr> <td>Met Expectations</td> <td>20%</td> </tr> <tr> <td>Partially Met...</td> <td>0%</td> </tr> <tr> <td>Improvement Needed</td> <td>0%</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0%</td> </tr> </tbody> </table>	Category	Percentage	Exceeded Expectations	80%	Met Expectations	20%	Partially Met...	0%	Improvement Needed	0%	Incomplete or Missing	0%	<p><b>Changes to Assessment Plan</b></p>
Category	Percentage													
Exceeded Expectations	80%													
Met Expectations	20%													
Partially Met...	0%													
Improvement Needed	0%													
Incomplete or Missing	0%													
<p><b>Analysis and Summary</b></p> <p>Students (mostly juniors) gave an oral presentation in pairs using slides on a topic related to science and ethics. The instructor assessed the presentations individually using a rubric. Two of the dimensions of the rubric were used to assess the learning outcome that students were able to think critically about science and ethics. One was focused on the connection between science and ethics and the other was on using appropriate references for both science and ethics.</p> <p>Twenty-eight students gave oral presentations in BIOL-300 in Spring 2022. All students met or exceeded expectations with six students scoring an 80% across these two dimensions related to ethics, and 22 students scoring a 90% or 100%.</p>														
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Scientific Methods to Analyze and Create Knowledge														
<p><b>Outcome Statement</b> Use scientific method to analyze, evaluate, and create knowledge</p> <p><b>Signature Learning Outcomes</b> Data Use Social and Natural Sciences</p> <p><b>Assessment Measure Title</b> Survey</p> <p><b>Assessment Semester</b> Fall Semester</p>	<p><b>Achievement Level Threshold</b> 80% Met Expectations, 90% Exceeded Expectations</p> <p><b>Assessment Results</b> BIO 4 <b>SCIENTIFIC METHODS TO ANALYZE AND CREATE KNOWLEDGE</b> Use scientific methods to analyze, evaluate, and create knowledge Academic Year 2021-2022: BIOLOGY Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p>This program learning outcome was last assessed two years ago in Fall 2019 before this rubric was created. At that time (using an older checklist with items not relevant to this specific PLO), only 71.4% of students (or 10 out of 14) scored an 80% or higher on their written paper. While sample sizes are likely too low to draw strong conclusions, the POGIL activity focused on statistics, graphing, and hypothesis testing was implemented as recommended back in 2020. Additional data are needed to see if this new hands-on group activity has significantly helped students</p>												

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## Biological and Environmental Sciences

### Assessment Level

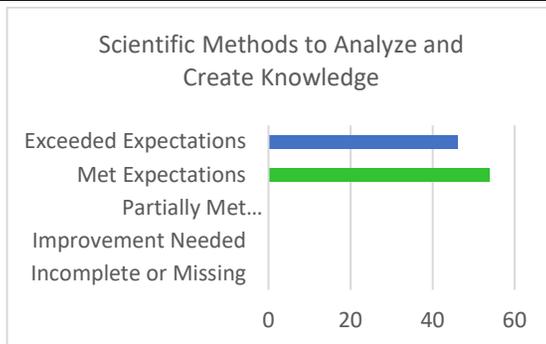
At the course-level

### Course(s)

BIOL-315 Research Methods

### Assessment Method

Testing Instrument



### Analysis and Summary

Thirteen students wrote scientific papers based on their empirical research projects in Research Methods (BIOL-315-01) in Fall 2021. Students received instructor feedback, in addition to peer feedback, using a checklist on rough drafts completed by students one section at a time. The same checklist was used by the instructor to grade their final research papers. The checklist included points across the following categories: overall, title, abstract, introduction, methods, results (text and tables/figures), discussion, and literature cited. A portion of this checklist was used to create a rubric in CampusLabs for departmental assessment of the learning outcome focused on students being able to use scientific methods to analyze and create knowledge. The rubric contains two subcategories (10 points total) across each of the four main dimensions of the paper that are relevant to scientific methods (so 40 points). There were five levels in the rubric (Excellent 100%, Good 75%, Fair 50%, Poor 25%, or Missing 0%) across the four dimensions:

1. Intro (10 pts): Logically relates the study to previous research in the field of study with concise descriptions and details (5 pts), and, Clearly states the goal(s), hypotheses, predictions, and provides the reasoning behind them and provides the purpose or justification of the study (5 pts)
2. Methods (10 pts): Thoroughly describes the procedure used to test the hypothesis (5 pts), and, Describes all calculations and statistical analyses used (5 pts)
3. Results (10 pts): In separate paragraphs, write descriptions of the findings of the study, and thoroughly describes the findings of each table/figure (5 pts), and, Tables/figures illustrate the main findings of the study and

better achieve this learning outcome in this research methods course in fall semesters at Capital University.

### Changes to Assessment Plan

This new rubric will be discussed in a future department meeting with the faculty in Fall 2022 to improve it.

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## Biological and Environmental Sciences

are formatted properly (5 pts)  
4. Discussion/Conclusions (10 pts): Starts with a statement of whether or not the hypotheses were supported, and summarizes the results that led to the above conclusions (5 pts), and, Explains how the study could be improved, and possible sources of error (5 pts)

The confidence in the accuracy of the results was selected as 'medium' since the rubric was just created and should be improved with input from other faculty in the department. The measurable criteria selected was that 80% of students should score at the expected level or higher. The threshold was that students should meet or exceed expectations with a grade of 80% or higher on their final written paper. The data showed that six students exceeded expectations with a score on the rubric of 90-100% and five students met expectations with a score of 80-90%. Therefore, 100% of students (or 13 out of 13) scored an 80% or higher on how well they demonstrated that they were able to use scientific methods to analyze and create knowledge based on their final written paper in the course.

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Business Admin

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Summary

#### Summary of Last Year's Assessment Work

The Business Administration program assessed three outcomes in 2020-2021: Analytical and Conceptual Skills, Ethical Reasoning, and Communication Competence. Eighty-nine percent of students met or exceeded expectations on the Analytical and Conceptual Skills assessment in BUS 450 (Business Policy and Strategy - capstone course). Additional support for students who struggled will be explored. While students exhibit strong ethical reasoning skills (measured in BUS 325, Business Ethics), assessment would be strengthened by adding pretest measures. Communication Competence was assessed also in BUS 450. Although the majority of students (88%) demonstrated competence, the program would like to see a greater number of students exceeding expectations given that this outcome is emphasized in almost all Business classes.

#### Significant Accomplishments

The program identified major/program-specific learning outcomes which is a significant refinement to the department's assessment work. The program introduced additional assessments for learning outcomes beyond the ETS field exams.

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Analytical and Conceptual Skills

##### Outcome Statement

Critically analyze, synthesize and evaluate information to create practical, actionable alternatives in a dynamic and ambiguous business (and broader) context.

##### Signature Learning Outcomes

Liberal Education Skills

##### Assessment Measure Title

Analytical and Conceptual

##### Assessment Semester

Spring Semester

##### Assessment Level

At the course-level

##### Course(s)

BUS 450 - results will be disaggregated by major program and/or assessed in additional major-specific courses-  
disaggregated by major program

Accounting - BUS 312 (not assessed in 2021-2022)

Marketing - BUS 433

##### Assessment Method

Evaluator Observation

Rubric

##### Achievement Level Threshold

75% and above - Met Expectations

BUS 433 - 80% - Met Expectations

##### Assessment Results

BUS-2

##### ANALYTICAL AND CONCEPTUAL SKILL

Critically analyze, synthesize and evaluate information to create practical, actionable alternatives in a dynamic and ambiguous business (and broader) context.

Academic Year 2021-2022: BUSINESS ADMIN

Term: Overview



##### Planned Changes to Course, Curriculum, or Programming Changes

While the existing curriculum is sufficient to adequately prepare the majority of Business students, some students may need additional support. Future actions will continue to look at possible success strategies for these students.

##### Changes to Assessment Plan

Continue to monitor effectiveness of rubrics.

# 2021-2022 Learning Outcomes Assessment

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<b>Business Admin</b>		
<p><b>Analysis and Summary</b></p> <p>The analytical and conceptual thinking was measured in student presentations in BUS 450. Students were evaluated across 4 dimensions and a total score calculated.</p> <p>On the whole students did well (69% Met or Exceeded Expectations). They are required to use and develop their analytical and conceptual skills throughout the Business and Signature Learning curricula. Students are given scaffolded experiences as they matriculate through the Business courses, such that most are proficient by the time they take BUS 450.</p> <p>In BUS 433, Marketing students are assessed through a critical Case Study Assignment. Each case study is the student's opportunity to present mastery in course content drawing from all marketing courses. Specifically, the study will review a case, analyze, and write up a summary and recommendation. 12 of 19 students Met or Exceeded Expectations, with another 6 students partially meeting expectations (a passing level). Students on the whole demonstrate analytical and conceptual skills on this case analysis.</p>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Communication</b>		
<p><b>Outcome Statement</b> Demonstrate effective oral and written communication skills for both formal and informal communication.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> BUS 450 Final Oral Presentation/BUS 433 Case Cup Presentation</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b></p>	<p><b>Achievement Level Threshold</b> 75% and above for Met Expectations and above BUS 433 - 80% Met Expectations</p> <p><b>Assessment Results</b> BUS-3 <b>COMMUNICATION COMPETENCE</b> Demonstrate effective oral and written communication skills for both formal and informal communication Academic Year 2021-2022: BUSINESS ADMIN Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> Further examination is needed to see where some students struggled. We should continue to monitor performance across the curriculum.</p> <p><b>Changes to Assessment Plan</b></p>

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Business Admin														
<p>BUS 450 BUS 433 - Marketing BUS 312 - Accounting (not assessed in 2021-2022)</p> <p><b>Assessment Method</b> Evaluator Observation Rubric</p>	<table border="1"> <caption>Communication Competence Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>18%</td> </tr> <tr> <td>Met Expectations</td> <td>71%</td> </tr> <tr> <td>Partially Met...</td> <td>11%</td> </tr> <tr> <td>Improvement Needed</td> <td>0%</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0%</td> </tr> </tbody> </table> <p><b>Analysis and Summary</b>            BUS 450:            Student oral presentations were graded across 9 dimensions and then summarized for a final score. Most students did well in their presentations with 71% meeting or exceeding expectations. A subset (28%) partially met expectations.</p> <p>BUS 433: All 19 students Met Expectations on their presentations.</p>	Category	Percentage	Exceeded Expectations	18%	Met Expectations	71%	Partially Met...	11%	Improvement Needed	0%	Incomplete or Missing	0%	
Category	Percentage													
Exceeded Expectations	18%													
Met Expectations	71%													
Partially Met...	11%													
Improvement Needed	0%													
Incomplete or Missing	0%													
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Ethical Reasoning														
<p><b>Outcome Statement</b> Identify ethical issues and apply a value-based reasoning system to ethical questions in business relationships.</p> <p><b>Signature Learning Outcomes</b> Ethical Interaction</p> <p><b>Assessment Measure Title</b> Final exam/essay</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> BUS 325 - results will be disaggregated by major program.</p>	<p><b>Achievement Level Threshold</b> 80% Met Expectations, 90% Exceeded Expectations</p> <p><b>Assessment Results</b> BUS-5 <b>ETHICAL REASONING</b> Identify ethical issues and apply a value-based reasoning system to ethical questions in business relationships. Academic Year 2021-2022: BUSINESS ADMIN Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b> Continue to monitor effectiveness of rubric. A start has been made to disaggregate results by program major. As some numbers are very small, Business will need to gather results over several years to be able to identify effectively any trends.</p>												

# 2021-2022 Learning Outcomes Assessment

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## Business Admin

**Assessment Method**  
Rubric



### Analysis and Summary

Ethical Reasoning scores were generated by summing two dimensions on the Ethical Reasoning Rubric assessed on the final exam.

On the whole, students did well. Attendance and participation were important to student success

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Career Development

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021

#### Summary of Last Year's Assessment Work

##### OUTCOME WE ASSESSED

As a result of utilizing Career Development personal statement writing resources and reviewing their first draft with a staff member, students will revise their first drafts, and these revised statements will show improvement based on the Personal Statement Rubric Scale.

##### COLLECTION AND ANALYSIS OF ASSESSMENT DATA

During the 2020-21 academic year, we used our Personal Statement rubric to assess personal statements from eight students who met with a staff member more than once in order to determine if their personal statements improved. We scored each student's first draft prior to their meeting with a staff member, and their final draft after one or more appointments.

Additional data comes from our student satisfaction survey, through which students respond to services they sought related to this theme. This provides an indirect assessment (students' perceptions) of their learning outcomes.

##### WHAT WE LEARNED

All of the students who met with a staff member showed improvements from their first draft to their final draft. The average score was just over 20.75 (with a maximum of 24) after meeting with staff. The average improvement was 5.25 points.

##### WHAT WE ARE CHANGING AS A RESULT

Since we evaluated the statements using the rubric, we can work to improve on areas in the future in which students show a lack of improvement. If we are able to assess the areas where students seem to be struggling the most, we will be able to better assist them to improve those areas.

More significant improvements might have been possible had we used the rubric with from the beginning, to focus on students' specific needs. In this project, we collected the statements, and then used the rubric after the fact. In the future, we will use the rubric from the beginning, in an attempt to evaluate needs first, and possibly focus our feedback.

##### Future changes to the assessment itself:

The first item in the Personal Statement rubric assesses the introduction/thesis. It is framed in a way that looks for an attention-grabbing story and/or a statement of goals. This makes it difficult to assess those students who are writing with a specified prompt. Prior to the next time that personal statement assessment comes up in our assessment cycle, we will modify the rubric to broaden the terminology, such as "Is the student addressing the given prompt and/or beginning with clear goals / attention-grabbing story?"

#### Significant Accomplishments

Related to a previous year's assessment of student learning outcomes, we added resume formatting sessions to more courses as a result of the improvements to the resumes that our Peer Career Advisors had seen from the Business courses (in which we conducted the assessment). The results are anecdotal, but expanding this in-class hands-on learning has made a difference.

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Students will show progress in career development

Outcome Statement	Achievement Level Threshold	Planned Changes to Course, Curriculum, or Programming Changes
	Total achievement levels entered	

# 2021-2022 Learning Outcomes Assessment

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Career Development														
<p>After participating in career planning activities throughout their Capital experience, juniors and seniors will reach the final two levels of career planning, as measured using the Career Planning Rubric Scale.</p> <p><b>Signature Learning Outcomes</b>                      Liberal Education Skills                      Explain Choices</p> <p><b>Assessment Measure Title</b>                      Assessment Measure: Career Planning Rubric</p> <p><b>Assessment Semester</b>                      Fall Semester</p> <p><b>Assessment Level</b>                      At the program/unit-level</p> <p><b>Course(s)</b>                      N/A</p> <p><b>Assessment Method</b>                      Rubric</p>	<p><b>Assessment Results</b>                      CD1  <b>CAREER PLANNING</b>                      After participating in career planning activities throughout their Capital experience, juniors and seniors will reach the final two levels of career planning, as measured using the Career Planning Rubric Scale.                      Academic Year 2021-2022: CAREER DEVELOPMENT                      Term: Overview</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Career Planning</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <caption>Career Planning Results</caption> <thead> <tr> <th>Category</th> <th>Count (Approximate)</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>0</td> </tr> <tr> <td>Met Expectations</td> <td>100</td> </tr> <tr> <td>Partially Met...</td> <td>0</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b>                      Learning outcome: After participating in career planning activities throughout their Capital experience, juniors and seniors will reach the final two levels of career planning, as measured using the Career Planning Rubric Scale.                      Target: Juniors and Seniors will score between 8-12 on the Career Planning Rubric Scale.</p> <p>We used our Career Planning rubric to assess twelve juniors and seniors who were interviewed by a staff member regarding their career planning progress. All of the students reached the appropriate level of career planning based on their class year. But this outcome belies a possible problem with the application of the rubric to upper-level students.</p> <p>Although all of the juniors and seniors reached the final two levels of career planning, as measured using the Career Planning Rubric Scale, and we feel confident that this is an accurate representation of most Capital students, it became clear that there is a problem with the rubric.</p>	Category	Count (Approximate)	Exceeded Expectations	0	Met Expectations	100	Partially Met...	0	Improvement Needed	0	Incomplete or Missing	0	<p>The results provide confidence that students are discerning their career direction and planning their careers based on direct evidence from personal experience. But for use with juniors and seniors, we will need to update the rubric to reflect levels of practical preparedness for success in the transition from Capital.</p> <p><b>Changes to Assessment Plan</b>                      Although we believe that we are fairly accurate in assessing the career development of our students, we need to improve an aspect of the rubric (and probably the interview questions) so that we can more accurately assess students' prospects for success in the next step of their career plan.</p>
Category	Count (Approximate)													
Exceeded Expectations	0													
Met Expectations	100													
Partially Met...	0													
Improvement Needed	0													
Incomplete or Missing	0													

## 2021-2022 Learning Outcomes Assessment

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### Career Development

	<p>The scores were unrealistically high for one student who is overconfident (and unprepared) for the next step in their career. So although the rubric worked well in the past for First-year students, it is missing a dimension that reflects practical preparation for career success.</p>	
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# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Diversity and Inclusion

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Summary

#### Summary of Last Year's Assessment Work

In 2020-2021 the outcome of Understanding Social Justice was assessed through evaluation of students' reflective journals. Participants were asked to reflect on and write about how the event/exhibits furthered their understanding of social justice or if they had impact on their understanding of diversity & inclusion. When reading the responses, 23 of them demonstrated some impact to their understanding of social justice and/or these specific social justice movements. 5 of them did not.

Takeaways from the furthering of Social Justice understandings were that students articulated the importance of seeing everyday people involved in the movements. Also several noted the similarities between the two movements, despite being decades apart. This noted how much social justice work is left to be done.

#### Significant Accomplishments

In 2020-2021, the mission statement and learning outcomes were clarified.

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Effective Language

##### Outcome Statement

Students are able to use language effectively to engage in topics of identity-based diversity.

##### Signature Learning Outcomes

Culture Engagement

##### Assessment Measure Title

Smooth Transitions Equitas Health Session Gender and Inclusive Language

##### Assessment Semester

Fall Semester

##### Assessment Level

At the program/unit-level

##### Course(s)

N/A

##### Assessment Method

Rubric

##### Achievement Level Threshold

Total achievement levels entered

##### Assessment Results

D&I 2

##### EFFECTIVE LANGUAGE

Students are able to use language effectively to engage in topics of identity-based diversity.

Academic Year 2021-2022: DIVERSITY AND INCLUSION

Term: Overview



##### Analysis and Summary

Great majority of program participants indicated they enjoyed the session and learned useful DEI language

##### Planned Changes to Course, Curriculum, or Programming Changes

Will be a reoccurring session for the future of the program. Perhaps add knowledge quiz at end of session.

##### Changes to Assessment Plan

# 2021-2022 Learning Outcomes Assessment

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<b>Diversity and Inclusion</b>														
	<p>toward navigating gender and orientation inclusive sexual health. Good community partner with expertise in the area and health field. Students Mentors and participants learned valuable information.</p>													
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
<b>Identify Societal Injustices</b>														
<p><b>Outcome Statement</b> Students are able to identify societal injustices and be aware of resources for assistance and support.</p> <p><b>Signature Learning Outcomes</b> Ethical Interaction</p> <p><b>Assessment Measure Title</b> Prison Experience &amp; Higher Ed Social Injustices</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the program/unit-level</p> <p><b>Course(s)</b> N/A</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> D&amp;I 4 <b>IDENTIFY SOCIETAL INJUSTICES</b> Students are able to identify societal injustices and be aware of resources for assistance and support. Academic Year 2021-2022: DIVERSITY AND INCLUSION Term: Overview</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Identify Societal Injustices</p> <table border="1" style="margin-top: 5px; font-size: small;"> <caption>Identify Societal Injustices - Student Counts</caption> <thead> <tr> <th>Category</th> <th>Count (Approximate)</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>85</td> </tr> <tr> <td>Met Expectations</td> <td>10</td> </tr> <tr> <td>Partially Met...</td> <td>5</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> Great majority of students enjoyed and learned from Dr. Johnson's session on the prison system and post release mandates. This introduced them to the concept of Prison Reform as social justice concept and the state of prison conditions as a social injustice. Same with Dr. George and understanding of systemic injustices in higher Edu and at PWI's. An effective session to highlight a lesser discussed social injustice in higher ed. Will attempt to make this a reoccurring component to the program.</p>	Category	Count (Approximate)	Exceeded Expectations	85	Met Expectations	10	Partially Met...	5	Improvement Needed	0	Incomplete or Missing	0	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> Great conversation with students. Will develop share points for other programming.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Count (Approximate)													
Exceeded Expectations	85													
Met Expectations	10													
Partially Met...	5													
Improvement Needed	0													
Incomplete or Missing	0													

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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Diversity and Inclusion										
<p>OUTCOMES, MEASURES, RESULTS, AND ANALYSES</p> <p><b>Knowledge of Cultural-Based Resources</b></p>										
<p><b>Outcome Statement</b> Students demonstrate knowledge of the existence of the cultural-based student organizations and events and where to access their information.</p> <p><b>Signature Learning Outcomes</b> Culture Engagement</p> <p><b>Assessment Measure Title</b> Smooth Transitions Speed Resources</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the program/unit-level</p> <p><b>Course(s)</b> N/A</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> D&amp;I 1 <b>KNOWLEDGE OF CULTURAL-BASED RESOURCES</b> Students demonstrate knowledge of the existence of the cultural-based student organizations and events and where to access their information. Academic Year 2021-2022: DIVERSITY AND INCLUSION Term: Overview</p> <div data-bbox="783 708 1331 1027"> <table border="1"> <caption>Knowledge of Cultural-Based Resources</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>60</td> </tr> <tr> <td>Partially Met...</td> <td>20</td> </tr> <tr> <td>Incomplete or Missing</td> <td>20</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> Speed resource sessions effectively introduced incoming students to cultural resources around campus from upperclass students and campus partners. Great majority of participants identified the session as being very helpful. Results show session is effective. Will continue to include in program with some logistical adjustments to time and place.</p>	Category	Percentage	Exceeded Expectations	60	Partially Met...	20	Incomplete or Missing	20	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> Will expand this session to further extend the knowledge of cultural resources.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Percentage									
Exceeded Expectations	60									
Partially Met...	20									
Incomplete or Missing	20									
<p>OUTCOMES, MEASURES, RESULTS, AND ANALYSES</p> <p><b>Understanding Social Justice</b></p>										

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

Report Generated: 06/24/2022 09:39:01 AM

Diversity and Inclusion														
<p><b>Outcome Statement</b> Students demonstrate an introductory understanding of social justice and are able to apply the concepts in academic and nonacademic settings.</p> <p><b>Signature Learning Outcomes</b> Ethical Interaction</p> <p><b>Assessment Measure Title</b> Know Your Rights</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the program/unit-level</p> <p><b>Course(s)</b> N/A</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> D&amp;I 3 <b>UNDERSTANDING SOCIAL JUSTICE</b> Students demonstrate an introductory understanding of social justice and are able to apply the concepts in academic and nonacademic settings. Academic Year 2021-2022: DIVERSITY AND INCLUSION Term: Overview</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Understanding Social Justice</p> <table border="1"> <caption>Understanding Social Justice Results</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>80</td> </tr> <tr> <td>Met Expectations</td> <td>15</td> </tr> <tr> <td>Partially Met...</td> <td>2</td> </tr> <tr> <td>Improvement Needed</td> <td>1</td> </tr> <tr> <td>Incomplete or Missing</td> <td>1</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> Great majority of students found the Diversity 101 session helpful in terms of understanding Diversity, Identity, and Social Justice. Great Majority of students indicated Dr. George's session taught them about systemic injustice in Higher Ed and PWI's. An effective session for getting students introduced to Social Justice topics and an understanding of isms that contribute to oppression.</p>	Category	Percentage	Exceeded Expectations	80	Met Expectations	15	Partially Met...	2	Improvement Needed	1	Incomplete or Missing	1	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> We plan to isolate and extend the conversation on each topic to further expand student's understanding.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Percentage													
Exceeded Expectations	80													
Met Expectations	15													
Partially Met...	2													
Improvement Needed	1													
Incomplete or Missing	1													

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

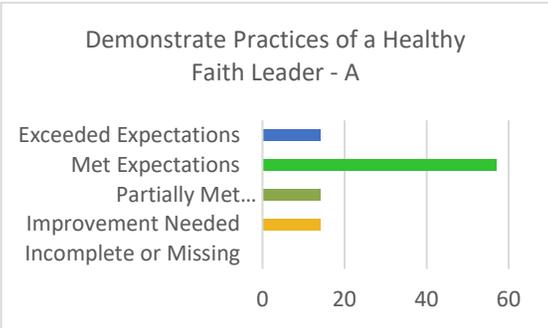
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<b>Divinity</b>		
SUMMARY OF PREVIOUS YEAR		
<b>AY 2020-2021 Summary</b>		
<p><b>Summary of Last Year's Assessment Work</b></p> <p>In AY 2020-2021, the seminary reviewed its M.Div. degree outcomes holistically; mapped exactly where each M.Div. degree outcome is introduced, reinforced, and mastered in required coursework; and collected assessment data related to each M.Div. degree outcome. Through this process, seminary faculty gained an "overview" picture of the health of the M.Div. program and grew its culture of assessment. Faculty were pleased to be able to see an overview report of assessment in each of the M.Div. degree outcomes and understood the distribution of scores (e.g. exceeds expectations, meets expectations, partially meets expectations, etc.) to indicate that we are successfully teaching our students and also <i>not</i> practicing grade inflation.</p> <p>Additionally, in the review process, degree outcome language was modified. This process did not change degree outcomes themselves, but it did add clarity and bolster inclusivity (e.g., "Ability to project a compelling personal presence when speaking in public" became "Ability to project a comfortable and confident presence when speaking in public"). Changes like these will help faculty better attend to our diversifying student population, which will help us grow as a healthy institution.</p> <p><b>Significant Accomplishments</b></p> <p>Language used in the M.Div. degree outcomes was modified. This will help faculty better attend to our diversifying student population, which will help us grow as a healthy institution. Additionally, tightening up verbiage in the degree outcomes will improve the assessment process because we are able to more easily assess each part of the M.Div. on a regular basis. Previously, the M.Div. had numerous sub-degree outcomes, which made viewing the degree at the "big picture" level difficult.</p> <p>Additionally, while great assessment work was done on the M.Div. seminary faculty engaged in formal conversation on other degree programs. Of particular note, aligning with standards set by our accreditors, the faculty voted to reduce the number of credit hours for the MTS degree. This curricular change has been initiated, but it is not yet complete. We expect to complete this change in AY 2021-2022.</p>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Demonstrate Practices of a Healthy Faith Leader - A</b>		
<p><b>Outcome Statement</b> A. Ability to maintain healthy personal and professional relationships</p> <p><b>Signature Learning Outcomes</b> Ethical Interaction</p> <p><b>Assessment Measure Title</b> Oral Review of Selected Author's Work</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> Introduction: MN 1001(22SP)</p>	<p><b>Achievement Level Threshold</b> Total students at achievement levels entered</p> <p><b>Assessment Results</b> MDiv 5A <b>DEMONSTRATE PRACTICES OF A HEALTHY FAITH LEADER - A</b> A. Ability to maintain healthy personal and professional relationships Academic Year 2021-2022: Divinity Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> Short of offering less challenging material for review, which I would be very reluctant to do, I'm hard pressed to think of alternative methods.</p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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Divinity														
<p><b>Assessment Method</b> Evaluator Observation</p>	<p>Demonstrate Practices of a Healthy Faith Leader - A</p>  <table border="1"> <caption>Assessment Results for Demonstrate Practices of a Healthy Faith Leader - A</caption> <thead> <tr> <th>Achievement Level</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>12</td> </tr> <tr> <td>Met Expectations</td> <td>55</td> </tr> <tr> <td>Partially Met...</td> <td>10</td> </tr> <tr> <td>Improvement Needed</td> <td>10</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> <p><b>Analysis and Summary</b> This assignment, involving an oral presentation and critique from with peers, afforded students the opportunity to interact with published ideas of authors in a professional way as well as establish healthy interaction with peers whose ideas might differ significantly.</p>	Achievement Level	Number of Students	Exceeded Expectations	12	Met Expectations	55	Partially Met...	10	Improvement Needed	10	Incomplete or Missing	0	
Achievement Level	Number of Students													
Exceeded Expectations	12													
Met Expectations	55													
Partially Met...	10													
Improvement Needed	10													
Incomplete or Missing	0													
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Demonstrate Practices of a Healthy Faith Leader - B														
<p><b>Outcome Statement</b> Demonstrates a healthy commitment to the faith practices of their denomination/tradition</p> <p><b>Signature Learning Outcomes</b> Explain Choices</p> <p><b>Assessment Measure Title</b> Writing Assignment #3</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> Introduction: MN 1001 (22SP)</p> <p><b>Assessment Method</b> Evaluator Observation</p>	<p><b>Achievement Level Threshold</b> Total number of students entered at each achievement level.</p> <p><b>Assessment Results</b> MDiv 5B <b>DEMONSTRATE PRACTICES OF A HEALTHY FAITH LEADER - B</b> Demonstrates a healthy commitment to the faith practices of their denomination/tradition Academic Year 2021-2022: Divinity Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b> Individual oral interviews, which I have used in some other courses, might be a way to go.</p>												

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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Divinity														
	<p>Demonstrate Practices of a Healthy Faith Leader - B</p>  <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Achievement Level</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>15</td> </tr> <tr> <td>Met Expectations</td> <td>70</td> </tr> <tr> <td>Partially Met...</td> <td>15</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> <p><b>Analysis and Summary</b> This is one of the most difficult outcomes to assess. It involves a combination of self-reporting and observation.</p>	Achievement Level	Number of Students	Exceeded Expectations	15	Met Expectations	70	Partially Met...	15	Improvement Needed	0	Incomplete or Missing	0	
Achievement Level	Number of Students													
Exceeded Expectations	15													
Met Expectations	70													
Partially Met...	15													
Improvement Needed	0													
Incomplete or Missing	0													
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Exercise Pastoral Leadership in Ministry Contexts and the Public Realm - A														
<p><b>Outcome Statement</b> A. Plan corporate worship and preach in ways that are faithful to the gospel, attentive to varieties of liturgy and music, indigenous to local cultures and contexts, and inclusive of all</p> <p><b>Signature Learning Outcomes</b> Culture Engagement</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> 2021 Fall: MN 1031, MN 2173, MN INTERN 2022 Spring: MN 2171</p> <p><b>Assessment Method</b></p>	<p><b>Achievement Level Threshold</b> Number of students at each achievement level entered.</p> <p><b>Assessment Results</b> MDiv 4A <b>EXERCISE PASTORAL LEADERSHIP IN MINISTRY CONTEXTS AND THE PUBLIC REALM - A</b> A. Plan corporate worship and preach in ways that are faithful to the gospel, attentive to varieties of liturgy and music, indigenous to local cultures and contexts, and inclusive of all Academic Year 2021-2022: Divinity Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> <b>Fall 2021:</b> <b>MN1031:</b> Just as I incorporated the requirement to submit drafts of the intercessions for peer review and instructor review, I think that I could incorporate another requirement, for them to submit an early piece of the planning project--perhaps the scripture reflection and hymn selection--for early feedback and revision. <b>MN 2173:</b> I have designed the syllabus to include a variety of assignments which include 1. learning music skills, 2. knowledge and 3. application of both. By doing this, there are regular learning and skill expectations, and students can be guided, and tend not to fall behind. It also engages students who learn differently. However in filling out this form, leading up to M.Div Learning Outcome, I realize that I need to reassess how I can relate one activity/assignment more closely to the M.Div Program leaning outcome. I'm not sure if this may mean having fewer small assignments. By having regular assignments and diverse activities, students are gently pushed to progress. But I do want to at least reword the final written assignment, relating it more closely to the M.Div Program learning outcome.</p>												

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Divinity

Evaluator Observation  
Rubric



### Analysis and Summary

#### Fall 2021:

**MN 1031:** 7 Met Expectations. All M.Div. students met the expectations. None of them exceeded expectations. This might be, in part, because virtually none of them had any prior experience planning Sunday morning worship. These students were so engaged and enthused about doing this project that they picked their "favorite hymns," "favorite scripture passages," "favorite day of the church year," such that they OVERINVESTED in the process, with choices they might not make in the course of an ordinary Sunday, when one cannot throw all of one's favorites into the mix each time. This actually detracted from the flow of the Sunday worship service as planned. However, they definitely were improved in the area of writing intercessions, due to a syllabus change I made this year, requiring them to submit a draft of these for peer review and instructor review, a few weeks prior to the final project. This meant that these had a chance for revision and resulted in considerable improvement in an area where last year's students did not have a uniformly strong showing.

All M.Div. students met the expected level of performance, even if they didn't exceed it. The students showed that they learned how to thoughtfully engage the worship planning process, selecting appropriate hymns that resonated with the scripture texts.

**MN 2173:** 1 Met Expectations. For some M Div students this course is introductory. For others the course may be reinforcement or for others mastery, depending on their previous training and experience, AND where this course appeared in their seminary education - as a first semester student, or near the end of the second year.

**MN INTERN:** I believe both student achievement and assessment processes are adequate. Internship is designed to offer the opportunity to put into practice what was learned in the coursework; failing to meet expectation is discovered in this way and reported through our evaluations.

#### Spring 2022:

**MN 2171:** To improve student achievement, affirmation goes a long way, of course! Perhaps even greater clarity of expectation for each assignment would be helpful. Also, greater clarity of how they will be assessed, although each student comes with different abilities and experiences prior to entering the first class.

### Changes to Assessment Plan

#### Fall 2021:

**MN 2173:** I have designed the syllabus to include a variety of assignments which include 1. learning music skills, 2. knowledge and 3. application of both. By doing this, there are regular learning and skill expectations, and students can be guided, and tend not to fall behind. It also engages students who learn differently. However in filling out this form, leading up to M.Div Learning Outcome, I realize that I need to reassess how I can relate one activity/assignment more closely to the M.Div Program learning outcome. I'm not sure if this may mean having fewer small assignments. By having regular assignments and diverse activities, students are gently pushed to progress. But I do want to at least reword the final written assignment, relating it more closely to the M Div Program learning outcome.

#### Spring 2022"

**MN 2171:** To improve the assessment process in the future may mean not only using rubrics, but also assessment of progress made throughout the term. Perhaps a tweaking of the Personal Music Inventory to include specific styles, cultures, types of music and even more emphasis on why we are inclusive - would be helpful. Sometimes different "packaging" can make it more accessible. Getting student input/reflection on these questions might be the best way to improve both student achievement and my assessment process.

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Divinity</b>		
	<p>M.Div students come with a wide variety of backgrounds, abilities, potential, and learning styles. To include a variety of activities and assignments, and differing ways of assessment (peer critique, rubrics, self-assessment) keeps students challenged, engaged and affirmed.</p> <p><b>MN INTERN:</b> 7 Exceeded Expectations, 4 Met, and 1 Improvement Needed. Our M Div students are, largely, integrating what they learned in their coursework within the contexts of their internship congregations.</p> <p><b>Spring 2022:</b></p> <p><b>MN 2171:</b> 4 Met expectations. For two of the students, this class was introductory/formative, and for two more diagnostic. Two had not experienced Intro to Worship yet. Scoring method included rubrics, and pre-post test comparison, in addition to a personal music inventory which each student completed over the course of the term of study, visually charting their progress - with regular updates reported to the class. To share their musical achievements with the class often inspired other class members to step up their own practice and achievement - on a regular basis.</p> <p>I think I may have done this in the previous question. For students to have clear expectations of what is expected, then regularly assess (mostly affirm) themselves and each other from the beginning of the term helps instill confidence, joy, and awareness of how this will be applied in their future ministry - or even in the next chapel service.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Exercise Pastoral Leadership in Ministry Contexts and the Public Realm - B</b>		
<p><b>Outcome Statement</b> B. Ability to demonstrate appropriate care, hospitality, and witness in various ministry contexts, including public settings</p> <p><b>Signature Learning Outcomes</b> Not Applicable</p> <p><b>Assessment Measure Title</b> Case Study</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b></p>	<p><b>Achievement Level Threshold</b> Total number of students at each achievement level entered.</p> <p><b>Assessment Results</b> MDiv 4B <b>EXERCISE PASTORAL LEADERSHIP IN MINISTRY CONTEXTS AND THE PUBLIC REALM - B</b> B. Ability to demonstrate appropriate care, hospitality, and witness in various ministry contexts, including public settings Academic Year 2021-2022: Divinity</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> The rubrics for this assignment are very clear, supplemented by an article discussing the development and use of congregational case studies. Nonetheless I believe additional discussion of the expectations regarding the theological analysis of the case material would be beneficial.</p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

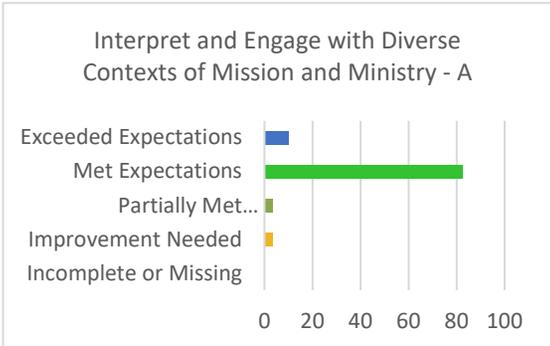
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<b>Divinity</b>		
<p>At the course-level  <b>Course(s)</b>                      Introduction: MN 2051 (22SP)</p> <p><b>Assessment Method</b>                      Rubric</p>	<p>Term: Overview</p> <div style="border: 1px solid gray; padding: 5px; text-align: center;"> <p>Exercise Pastoral Leadership in Ministry Contexts and the Public Realm                          - B</p> <p>Exceeded Expectations                          Partially Met...                          Incomplete or Missing</p> <p>0    50    100    150</p> </div> <p><b>Analysis and Summary</b>                      Typical level of achievement based on past experience.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Exercise Pastoral Leadership in Ministry Contexts and the Public Realm - C</b>		
<p><b>Outcome Statement</b>                      C. Ability to enable congregations and/or agencies to discern, define, and live their identity, calling, and vision</p> <p><b>Signature Learning Outcomes</b>                      Not Applicable</p> <p><b>Assessment Measure Title</b>                      Multiple Measures</p> <p><b>Assessment Semester</b>                      Fall Semester                      Spring Semester</p> <p><b>Assessment Level</b>                      At the course-level</p> <p><b>Course(s)</b>                      Introduction: MN-LIC (21FA, 22SP)                      Reinforced: MN 3500 (22SP)                      Mastery: MN 3435, Internship (21FA, 22SP)</p> <p><b>Assessment Method</b></p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b>                      Not assessed in 2021-2022</p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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Divinity														
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Interpret and Engage with Diverse Contexts of Mission and Ministry - A														
<p><b>Outcome Statement</b> A. Analyze and interpret the social, cultural, interpersonal, and other pertinent contexts found in ministry</p> <p><b>Signature Learning Outcomes</b> Culture Engagement</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> 2021 Fall: MN 1050, MN 2515, HTS, 3061, MN-LIC 2022 Spring: MN 2641</p> <p><b>Assessment Method</b> Evaluator Observation Rubric</p>	<p><b>Achievement Level Threshold</b> Total number of students at each achievement level entered.</p> <p><b>Assessment Results</b> MDiv 3A <b>INTERPRET AND ENGAGE WITH DIVERSE CONTEXTS OF MISSION AND MINISTRY - A</b> A. Analyze and interpret the social, cultural, interpersonal, and other pertinent contexts found in ministry Academic Year 2021-2022: Divinity Term: Overview</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Interpret and Engage with Diverse Contexts of Mission and Ministry - A</p>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th>Achievement Level</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>5</td> </tr> <tr> <td>Met Expectations</td> <td>80</td> </tr> <tr> <td>Partially Met...</td> <td>1</td> </tr> <tr> <td>Improvement Needed</td> <td>1</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> <b>Fall 2021:</b> <b>MN 1050:</b> 5 Met Expectations. Students developed and followed an analytical process for understanding congregational contexts based on on qualitative and quantitative measures. <b>MN 2515:</b> 2 Exceeded Expectations, 6 Met, 1 Improvement Needed. One student in particular needs assistance with her writing. All engaged the assignment appropriately, showed evidence of integrated learning, and showed evidence that they used the assignment to reinforce the objective in question. <b>HTS: 3061:</b> 9 Met Expectations. Students explored and critically engaged various historical and contemporary</p>	Achievement Level	Number of Students	Exceeded Expectations	5	Met Expectations	80	Partially Met...	1	Improvement Needed	1	Incomplete or Missing	0	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> <b>Fall 2021:</b> <b>MN 1050:</b> Limiting course requirements to one primary project. <b>MN 2515:</b> Submission of a first draft for comments and edits would likely be helpful. <b>HTS 3061:</b> Phased learnings and assignments building toward the final project paper. <b>MN-LIC:</b> I believe we are functioning well with our student achievement and assessment processes. <b>Spring 2022:</b> <b>MN 2641:</b> As an intensive course, I cannot think of anything that could be done to improve student achievement. I have been impressed by the level of student achievement each time I have led this course.</p> <p><b>Changes to Assessment Plan</b></p>
Achievement Level	Number of Students													
Exceeded Expectations	5													
Met Expectations	80													
Partially Met...	1													
Improvement Needed	1													
Incomplete or Missing	0													

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

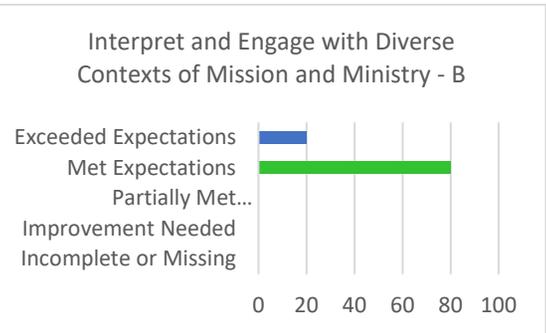
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<b>Divinity</b>		
	<p>facets of mission, reflecting on relevant implications for missional development.</p> <p><b>MN-LIC:</b> 1 Exceeded Expectations, 1 Partially Met Expectations. Our MDiv students engaged in their second semesters of LIC were able to continue to read and discern the contexts in which they are serving. They were also able to participate in the ministries of those contexts based on that observation and discernment. Supervisors evaluated the students in conjunction with a set of goals the students had established.</p> <p><b>Spring 2022:</b></p> <p><b>MN 2641:</b> 4 Met Expectations. Daily interaction with students during this intensive course revealed serious and disciplined efforts on the part of all the students to see things from the perspective of "the other" without sacrificing their own convictions.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Interpret and Engage with Diverse Contexts of Mission and Ministry - B</b>		
<p><b>Outcome Statement</b> B. Ability to interact appropriately and sensitively with diverse persons and groups in ministry and the public realm</p> <p><b>Signature Learning Outcomes</b> Culture Engagement</p> <p><b>Assessment Measure Title</b> Class Assignment</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> MN 1672</p> <p><b>Assessment Method</b> Evaluator Observation</p>	<p><b>Achievement Level Threshold</b> Total number of students at each level entered.</p> <p><b>Assessment Results</b> MDiv 3B <b>INTERPRET AND ENGAGE WITH DIVERSE CONTEXTS OF MISSION AND MINISTRY - B</b> B. Ability to interact appropriately and sensitively with diverse persons and groups in ministry and the public realm Academic Year 2021-2022: Divinity Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> It would be most beneficial for us to figure out the goal that we are trying to achieve with this class, and then to discern the best way to achieve that goal, whether it is by means of this course or not.</p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

Report Generated: 07/18/2022 02:25:36 PM

Divinity														
	<p>Interpret and Engage with Diverse Contexts of Mission and Ministry - B</p>  <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>15</td> </tr> <tr> <td>Met Expectations</td> <td>80</td> </tr> <tr> <td>Partially Met...</td> <td>0</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> <p><b>Analysis and Summary</b>                      I am not at all confident in these results. This was my first time teaching a course that I inherited, but that shrank from 3 credits to 1 credit by the time it was handed to me. I'm not convinced of the effectiveness of this course, nor of its precise purpose. MDiv students demonstrated a reinforced ability to interpret and engage with diverse contexts of ministry and mission.</p>	Category	Percentage	Exceeded Expectations	15	Met Expectations	80	Partially Met...	0	Improvement Needed	0	Incomplete or Missing	0	
Category	Percentage													
Exceeded Expectations	15													
Met Expectations	80													
Partially Met...	0													
Improvement Needed	0													
Incomplete or Missing	0													
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Proclaim and Communicate Effectively the Gospel - A														
<p><b>Outcome Statement</b>                      A. Ability to relate the message of the gospel to current global, social, and individual contexts</p> <p><b>Signature Learning Outcomes</b>                      Not Applicable</p> <p><b>Assessment Measure Title</b>                      Multiple Measures</p> <p><b>Assessment Semester</b>                      Summer Semester                      Fall Semester                      Spring Semester</p> <p><b>Assessment Level</b>                      At the course-level</p> <p><b>Course(s)</b></p>	<p><b>Achievement Level Threshold</b></p> <p><b>Assessment Results</b>                      Not assessed in 2021-2022</p> <p><b>Analysis and Summary</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Changes to Assessment Plan</b></p>												

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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Divinity														
Introduction: MN 2021 (21FA) Reinforced: MN 3041 (22SU) , Internship (21FA, 22SP) Mastery: Internship (21FA, 22SP)														
<b>Assessment Method</b>														
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Proclaim and Communicate Effectively the Gospel - B														
<p><b>Outcome Statement</b> B. Ability to project a comfortable and confident presence when speaking in public</p> <p><b>Signature Learning Outcomes</b> Not Applicable</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> 2021 Fall: MN 1031 2022 Spring: MN 1001</p> <p><b>Assessment Method</b> Evaluator Observation</p>	<p><b>Achievement Level Threshold</b> Total number of students at each achievement level entered</p> <p><b>Assessment Results</b> MDiv 2B <b>PROCLAIM AND COMMUNICATE EFFECTIVELY THE GOSPEL - B</b> B. Ability to project a comfortable and confident presence when speaking in public Academic Year 2021-2022: Divinity Term: Overview</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Proclaim and Communicate Effectively the Gospel - B</p> <table border="1" style="display: none;"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Achievement Level</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>0</td> </tr> <tr> <td>Met Expectations</td> <td>70</td> </tr> <tr> <td>Partially Met...</td> <td>30</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> <b>Fall 2021:</b> <b>MN 1031:</b> 7 Met Expectations. All 7 M.Div. students met the expected level of achievement. Very few of the students had much prior experience "up front" leading worship in Sunday morning church settings, so all had to grow into a confident presence. This meant that their</p>	Achievement Level	Number of Students	Exceeded Expectations	0	Met Expectations	70	Partially Met...	30	Improvement Needed	0	Incomplete or Missing	0	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> <b>Fall 2021:</b> <b>MN 1031:</b> Each student received classroom instruction on how to perform the roles they demonstrated (reading, presiding at the table, baptizing a baby doll), and each received a one-on-one 30-minute coaching session with the instructor. With this set of students, I think that an additional 20-30 minute coaching session would have been helpful--or perhaps adding in a group coaching session for students. They needed at least one more practice/coaching.</p> <p><b>Spring 2022:</b> <b>MN 1001:</b> I believe that the "performative" modules in Person in Ministry should be broken out into a separate workshop model that could take students deeper into each task.</p> <p><b>Changes to Assessment Plan</b></p>
Achievement Level	Number of Students													
Exceeded Expectations	0													
Met Expectations	70													
Partially Met...	30													
Improvement Needed	0													
Incomplete or Missing	0													

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Divinity</b>		
	<p>"expected level" of achievement in this assessment at the end of the semester represented significant growth for them because they had limited prior experience. None met the "above expected."</p> <p>All 7 M.Div. students met the expected level of achievement in terms of vocal projection, enunciation, gestures, posture, and leadership presence as they demonstrated reading scripture, presiding at the table, performing baptisms [baby doll], or other roles appropriate to their current sense of vocation.</p> <p><b>Spring 2022:</b>  <b>MN 1001:</b> 3 Met Expectations, 4 Partially Met Expectations. 3 students met expectations, 4 partially met them. Those who did better tended to be second career students with some prior experience in public speaking.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Use Appropriately the Resources of Scripture &amp; the Church's Historical &amp; Theological Tradition - A</b>		
<p><b>Outcome Statement</b>                      A. Hermeneutical and interpretative methods - ability to interpret and apply biblical texts with appreciation of perspective reflected there</p> <p><b>Signature Learning Outcomes</b>                      Not Applicable</p> <p><b>Assessment Measure Title</b>                      Multiple Measures</p> <p><b>Assessment Semester</b>                      Fall Semester                      Spring Semester</p> <p><b>Assessment Level</b>                      At the course-level</p> <p><b>Course(s)</b>                      Fall 2021: BL 1021, LA 1032, HTS 3031                      Spring 2022: BL 1041, HTS 1025, BL 3137</p> <p><b>Assessment Method</b>                      Evaluator Observation                      Rubric                      Pre/Post Test Comparison</p>	<p><b>Achievement Level Threshold</b>                      Total number of students at each achievement level entered.</p> <p><b>Assessment Results</b>                      MDiv 1A  <b>USE APPROPRIATELY THE RESOURCES OF SCRIPTURE &amp; THE CHURCH'S HISTORICAL &amp; THEOLOGICAL TRADITION - A</b>                      A. Hermeneutical and interpretative methods - ability to interpret and apply biblical texts with appreciation of perspective reflected there                      Academic Year 2021-2022: Divinity                      Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Fall 2021:</b>  <b>HTS 3031:</b> I think it is a matter of retaining strength. The student were building on earlier coursework (Church History 2, Lutheran Confessions, and many other courses). This project was had to show their understanding and engagement of a contemporary Lutheran matter (ecumenical agreement, social statement, other public engagement). I don't have suggestions for improvement. I think it is a matter of retaining strength, not only in this course but also in the formative course leading up to this one that is intended to acquire and demonstrate mastery. (This course was well structure; I was basically teaching in the online format and course shell created by Professor Cheryl Peterson, which was well suited for interns and off-campus students.)</p> <p><b>Spring 2022:</b>  <b>BL 1041:</b> I now have a bank of good student papers, from which I can draw good examples for students to look at into the future.  <b>HT 1025:</b> In HTS 1024 (Church History 1), I required students to submit a detailed project proposal a month before the assignment was due since the project topic was more open-ended. But I think I could require a project proposal (less extensive than CH 1) to a paragraph or so)</p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Divinity



### Analysis and Summary

#### Fall 2021:

**BL 1021:** 6 Exceeded, 3 Met, 2 Partially Met Expectations. We talked about and practiced this skill consistently throughout the semester, so I expected a higher number of students to achieve the exceeded and met expectations qualification. This assessment demonstrated a high level of meeting or exceeding expectations for our MDivs on this assignment.

**LA 1032:** 4 Exceeded, 1 Met Expectations. This is the third of three exams. These exams mimicked exactly the homework we completed every day in the second half of the course. Thus, I was not surprised that there were high scores as a rule, though I was surprised at how highly folks scored. Nearly all of the MDiv students exceeded expectations, and one met expectations.

**HTS 3031:** 8 Exceeded, 1 Met Expectations. The students came into the class with a strong grounding, and they grew in their understanding of Lutheranism, including its contemporary expressions. Students performed at a high level, most of the exceeding the expectations.

#### Spring 2022:

**BL 1041:** 3 Exceeded, 5 Met Expectations, 1 Improvement Needed, 1 Incomplete or Missing. Overall, I was very pleased with the MDiv performance on this assessment. Exegesis is a skill we've been working hard at both semesters, and for many of them, it seemed to click this semester. The students who were confused about it last semester got clarity. The students who had potential but not practice last semester truly blossomed. The second years showed that they are ready to start applying

to mandate that students get started earlier on their projects.

**BL 3137:** Nothing. They were given consistent feedback all semester long, and had adequate time to practice this skill.

### Changes to Assessment Plan

#### Fall 2021:

**BL 2021:** I continue to need to figure out how to distinguish between what would be exceeding/meeting/partially meeting expectations for the two different years (first years v. second years). In the future, I will be grading all of the first years in a group first and only then moving to the second years. That will help keep me grounded in realistic expectations for folks who for whom this info/skill is brand new.

**LA 1032:** I only asked them to take a half point off for each mistake. Into the future, I will have them take a full point off for each mistake on this third exam, since they've had so much practice and prep work throughout the semester. This will give me a more accurate picture of who is really exceeding expectations.

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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<b>Divinity</b>		
	<p>exegetis, and the first years showed that they really are starting to understand exegetis. A couple of the MDivs on this assignment did not take my first semester Intro to OT I class because they came in with a comparable class from another professor. Their two "Met Expectations" scores were in part because they were being introduced to exegetis, at least to my style of teaching it.</p> <p>This assessment shows that the MDiv students are, as a whole, making appropriate process on learning hermeneutical and interpretive methods.</p> <p><b>HTS 1025:</b> 2 Exceeded, 7 Met Expectations, 1 Incomplete or Missing. One student did not submit the project, but each of the submitted projects fully engaged the historical material and interpreted the historical topic (historical figure) for modern audiences in ways that were lively and creative.</p> <p>All of the students who submitted projects showed that they had learned about their topic (historical figure) and were able to interpret the significance of the individual and his/her theology for modern audiences.</p> <p><b>BL 3137:</b> 7 Exceeded, 5 Met, 2 Partially Met Expectations. The students had been practicing this type of assessment all semester, so I am not surprised that we had so many high achieving. Plus, this is an outstanding group of students: bright, caring, and insightful. This assessment demonstrates that the MDiv students in this class overall have mastered hermeneutical and interpretive methods.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Use Appropriately the Resources of Scripture &amp; the Church's Historical &amp; Theological Tradition - B</b>		
<p><b>Outcome Statement</b> B. Ability to apply the central doctrines and traditions to current cultural contexts and life situations with appreciation for a diversity of perspectives.</p> <p><b>Signature Learning Outcomes</b> Culture Engagement</p> <p><b>Assessment Measure Title</b> Multiple Measures</p> <p><b>Assessment Semester</b></p>	<p><b>Achievement Level Threshold</b> Total number of students at each achievement level entered.</p> <p><b>Assessment Results</b> MDiv 1B <b>USE APPROPRIATELY THE RESOURCES OF SCRIPTURE &amp; THE CHURCH'S HISTORICAL &amp; THEOLOGICAL TRADITION - B</b> B. Ability to apply the central doctrines and traditions to current cultural contexts and life situations with appreciation for a diversity of perspectives.</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b></p> <p><b>Fall 2021:</b> <b>HTS 1024:</b> There was a proposal process for a "check in" along the way, for students to receive feedback and suggestions. I would retain this and perhaps add a peer check in time (small group sharing and discussion) to give additional accountability along the way and opportunity for feedback.</p> <p><b>HTS 3031:</b> I think it is a matter of retaining strength. The student were building on earlier coursework (Church History 2, Lutheran Confessions, and many other</p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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Divinity														
<p>Fall Semester Spring Semester <b>Assessment Level</b> At the course-level <b>Course(s)</b> 2021 Fall: HTS 1024, HTS 3031 2022 Spring: HTS1025, HTS 3144</p> <p><b>Assessment Method</b> Evaluator Observation</p>	<p>Academic Year 2021-2022: Divinity Term: Overview</p> <div style="border: 1px solid #ccc; padding: 10px; text-align: center;"> <p>Use Appropriately the Resources of Scripture &amp; the Church's Historical &amp; Theological Tradition - B</p> <table border="1"> <caption>Assessment Results Data</caption> <thead> <tr> <th>Performance Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>55</td> </tr> <tr> <td>Met Expectations</td> <td>40</td> </tr> <tr> <td>Partially Met...</td> <td>0</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>2</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> <b>Fall 2021:</b> <b>HTS 1024:</b> 3 Exceeded, 3 Met Expectations. This was a final project calling for students to translate some aspect of early or medieval church history for a modern audience through a creative project or other means. All M.Div. students met the goal; half of them did it a vivid dynamic way, engaging the project with energy, creativity, and originality, based on a discerning look at some aspect of church history. <b>HTS 3031:</b> 8 Exceeded, 1 Met Expectations. The students came into the class with a strong grounding, and they grew in their understanding of Lutheranism, including its contemporary expressions. Students performed at a high level, most of the exceeding the expectations. <b>Spring 2022:</b> <b>HTS 1025:</b> 2 Exceeded, 7 Met Expectations, 1 Incomplete or Missing. One student did not submit the project, but each of the submitted projects fully engaged the historical material and interpreted the historical topic (historical figure) for modern audiences in ways that were lively and creative. All of the students who submitted projects showed that they had learned about their topic (historical figure) and were able to interpret the significance of the individual and his/her theology for modern audiences. <b>HTS 3144:</b> 3 Exceeded Expectations. All students were able to employ integrative skills for discussion around the subject matter in relation to contemporary contexts.</p>	Performance Level	Count	Exceeded Expectations	55	Met Expectations	40	Partially Met...	0	Improvement Needed	0	Incomplete or Missing	2	<p>courses). This project was had to show their understanding and engagement of a contemporary Lutheran matter (ecumenical agreement, social statement, other public engagement). I don't have suggestions for improvement. I think it is a matter of retaining strength, not only in this course but also in the formative course leading up to this one that is intended to acquire and demonstrate mastery. (This course was well structure; I was basically teaching in the online format and course shell created by Professor Cheryl Peterson, which was well suited for interns and off-campus students.) <b>Spring 2022:</b> <b>HTS 1025:</b> In HTS 1024 (Church History 1), I required students to submit a detailed project proposal a month before the assignment was due since the project topic was more open-ended. But I think I could require a project proposal (less extensive than CH 1) to a paragraph or so) to mandate that students get started earlier on their projects. <b>HTS 3144:</b> Earlier assignments related to foundational principles discussed in class.</p> <p><b>Changes to Assessment Plan</b></p>
Performance Level	Count													
Exceeded Expectations	55													
Met Expectations	40													
Partially Met...	0													
Improvement Needed	0													
Incomplete or Missing	2													

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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Divinity		

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## English

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Summary

#### Summary of Last Year's Assessment Work

AY 2020-21 Assessment Results –English

Learning Outcomes:

1. **Critical Reading.** English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.
2. **Effective Writing.** English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.
3. **Linguistic Sophistication.** Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.

#### Critical Reading, Effective Writing, and Linguistic Sophistication – **Introductory level**

Assessed in UC 110, College Reading and Writing and ENG 111, Academic composition. As part of the assessment of all three outcomes in English at the introductory level, we assessed (random samples of) final research papers in UC 110 and ENG 111.

The goal pursued was that 90% of the students would score 3 points or higher in the six rubric categories as well as the overall holistic grade and will thus meet or exceed expectations. A score of 3.0 was considered "meet expectations" while a score of 5.0 and higher was considered "exceed expectations." A score lower than 3.0 was considered "partially meet expectations."

#### UC 110 Assessment Results

A random sample of 12 UC 110 papers from two sections was read (50% of received submissions from two sections). The following chart summarizes the UC 110 assessment results:

Rubric Category	Mean average for all papers read in this category	% of students scoring at least 3 points in this category
Argument	4.08	100%
Organization	4.00	91.7%
Development	3.91	83.3%
Clarity, Variety, ad Style	3.91	91.7%
Grammar and Mechanics	3.83	91.7%
Documentation	3.83	83.3%
Overall (Holistic Score)	3.83	100%

66.7% of the students (i.e., 8 students) met expectations.

16.65 % of the students (i.e., 2 students) exceeded expectations

16.65 % of the students (i.e., 2 students) partially met expectations

Therefore, 83.35% of the students met or exceeded expectations. The set goal was not reached in UC 110.

#### ENG 111 Assessment Results

A random sample of 18 papers (25% of submitted papers in 5 sections) was assessed.

The following chart summarizes the ENG 111 assessment results:

Rubric Category	Mean average for all papers read in this category	% of students scoring at least 3 points in this category
Argument	4.22	100%
Organization	4.11	100%

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## English

Development	4.00	94.4%
Clarity, Variety, ad Style	4.22	100%
Grammar and Mechanics	4.06	94.4%
Documentation	4.06	94.4%
Overall (Holistic Score)	4.17	100%

66.7% of the students (i.e., 12 students) met expectations.

27.8 % of the students (i.e., 5 students) exceeded expectations

5.5% of the students (i.e., 1 student) partially met expectations

Therefore, 94.5% of the students met or exceeded expectations. The set goal was reached in ENG 111.

### Critical Reading – Reinforced level

**Assessed in ENG 293, Post-Colonial World Literature.** As part of our assessment of Critical Reading at the Reinforced Level (and Signature Learning outcomes of Ethical Interaction and Communication), we set the following goal for ENG 293: 90% of all students will achieve a grade of C or greater on the essay that will ask students to interpret a contemporary work of art from the course material. Students were asked to examine a work of literature (The Dragon Can't Dance) from Trinidad and Tobago that asked them to consider one textual problem in light of the dynamics of postcolonial independence. 100% of students achieved a goal of C or higher. (A "C" was the lowest grade.) Success on this metric was achieved by extended analysis of the topic during in-class discussions, in-class peer-review of student drafts, and comments from the instructor on the drafts.

### ENG 293 Assessment Results:

100% of the students (16 students) met or exceeded expectations. The set goal was reached in ENG 293.

### Critical Reading, Effective Writing, and Linguistic Sophistication – Mastered Level

**Assessed in ENG 480, Senior Seminar in English.** As part of the assessment of all three outcomes in English at the Mastered Level, all student papers from ENG 480, taught in the fall, were assessed using the Senior Seminar rubric. The rubric is based on Capital University's Written Communication Rubric. Each paper was assessed by two English professors not involved in the teaching of the said course. All 8 rubric categories as well as the overall holistic score for the paper served as the measurable criteria. Each project The set goal was that at least 90% of all students would achieve a score of 3.0/6.0 in all rubric categories as well as the holistic score, thus achieving or exceeding the set expectations. A holistic score of 3.0 and lower was recognized as "partially meeting expectations" while a score of 5.0 and above was recognized as "exceeding expectations." The mean average scores from the rubric categories were compared against that target.

### ENG 480 Assessment Results:

56.25% of the students (i.e., 9 students) met expectations

37.5 % of the students (i.e., 6 students) exceeded expectations

6.25% of the students (i.e., 1 student) partially met expectations

Therefore, 93.75% of the students met or exceeded expectations. The set goal was reached in ENG 480.

### Significant Accomplishments

The English Department is satisfied with the assessment results for AY 2020-2021 and credits what we believe is a high achievement of our students to the rigorous curriculum in English that prepares our students to read critically and conduct independent research in their area of interest. In recent years, we have enhanced instruction in literary theory in ENG 150, Introduction to Literature, and the specially designed ENG 293, Introduction to Literary Theory. We have reviewed the goals in ENG 340, The English Language, placing additional emphasis on the instruction in grammar and style.

In the first-year writing program (as part of outcome delivery at the introductory level), ENG 111, Academic Composition, has provided more instruction in grammar, mechanics, and style, compared to UC 110. Our consistent assessment of final projects in UC 110 and ENG 111, performed annually between 2016 and 2021, shows higher quality of writing (i.e., higher achievement in PLOs and SLOs) in the Argumentative Research Essay, which is the final project in both UC 110 and ENG 111. See assessment reports for AY 2015-16-2020-21 in an attached folder. Almost all of the scores in the six rubric categories of the Written Communication Rubric (see rubric attached), as well as the final holistic scores, have been consistently greater for ENG 111, compared to UC 110.

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## English

Based on 5 years of assessment data, it is concluded that our entire student population (those with a need for a first-year writing class) could use the benefits of ENG 111. It's therefore proposed that we eliminate UC 110 and, starting **FALL 2022**, offer only ENG 111.

Most recently, to deliver on our three outcomes at the reinforced and mastered level, we have discussed additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature. More rigorous research projects at the 300-level could serve as valuable preparation for the type of projects pursued in ENG 480. This discussion will continue into AY 2021-22.

While we consider the set goals for the AY 2020-21 assessment cycle met, we have started discussing additional opportunities for incorporation (and assessment) of research paper assignments in 300-level courses in literature.

### Changes to Assessment Plan

We will retain the current approach to assessment in AY 2021-22.

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Critical Reading - Introduced

##### Outcome Statement

English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.

##### Signature Learning Outcomes

Communication

##### Assessment Measure Title

Final Research Paper

##### Assessment Semester

Spring Semester

##### Assessment Level

At the course-level

##### Course(s)

ENGL 111

##### Assessment Method

Rubric

##### Achievement Level Threshold

Total achievement levels entered.

##### Assessment Results

ENGL-1C

##### CRITICAL READING - INTRODUCED

English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.

Academic Year 2021-2022: ENGLISH

Term: Overview



##### Analysis and Summary

A sample of 67 final research projects (from 5 sections of ENG 111 offered in fall 2022) was assessed against the written communication rubric.

##### Planned Changes to Course, Curriculum, or Programming Changes

While we consider the results of the AY 2021-22 assessment satisfactory, the program will seek additional training of all instructors in effective methods of teaching first-year composition, to ensure further improvement in the areas of Audience and Purpose, Development, and MLA citations. As Director of First-Year Writing, I will work on a series of workshops to offer to all faculty teaching first-year writing.

##### Changes to Assessment Plan

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<b>English</b>		
	<p>An overall holistic score of 3/6, with the 6 rubric categories yielding a score of at least 3/6, was set as meeting expectations. An overall holistic score of 3, with most of the 6 rubric categories yielding a score of 3 (4 or more of the 6) was considered partially meeting expectations. An overall holistic score of 2/6 or a higher holistic score with any number of rubric categories yielding a score of 2/6 was considered as needing improvement. An overall holistic score of 5+/6 was considered exceeding expectations. Two projects were reported as missing/never submitted.</p> <p>This year's analysis of all of the 67 the projects, but especially those that partially met expectations or were placed in the "improvement needing" categories, points to three areas in which the program could seek improvement: 1) overall length of the final research papers. As many as 19 of the 67 were shorter than the expected 10 pages; 2) strength of argument (choice of a debatable topic); the mean average of the 67 samples in the Audience and Purpose category was 4.1/6 and 3) MLA citations.</p> <p>While we consider the results of the AY 2021-22 assessment satisfactory, the program will seek additional training of all instructors in effective methods of teaching first-year composition, to ensure further improvement in the areas of Audience and Purpose, Development, and MLA citations. As Director of First-Year Writing, I will work on a serious of workshops to offer to all faculty teaching first-year writing.</p> <p>Our AY 2021-22 approach to the assessment of ENG 111 will remain unchanged for AY 2022-23. The three areas of assessment in which a slight underperformance was detected will be the focus of the next year's assessment cycle.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Critical Reading - Mastered</b>		
<p><b>Outcome Statement</b> English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.</p> <p><b>Signature Learning Outcomes</b> Communication</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> ENGL-1A <b>CRITICAL READING - MASTERED</b></p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be</p>

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Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

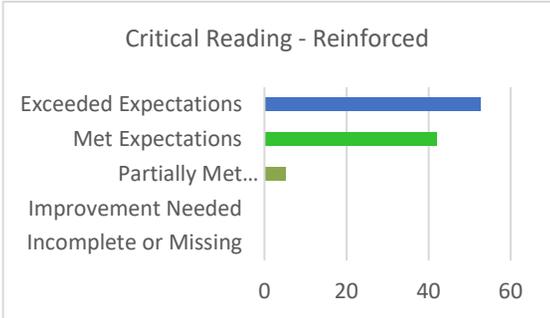
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English														
<p><b>Assessment Measure Title</b> Senior Seminar Paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 480</p> <p><b>Assessment Method</b> Rubric</p>	<p>English majors will develop excellent critical reading skills by reading and responding to complex texts in a variety of genres.</p> <p>Academic Year 2021-2022: ENGLISH</p> <p>Term: Overview</p> <div style="text-align: center;"> <table border="1"> <caption>Critical Reading - Mastered</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>45%</td> </tr> <tr> <td>Met Expectations</td> <td>38%</td> </tr> <tr> <td>Partially Met...</td> <td>15%</td> </tr> <tr> <td>Improvement Needed</td> <td>0%</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0%</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b></p> <p>The final project (capstone research paper) of the entire population of 18 students who completed ENG 480, Senior Seminar in English, in the fall of 2021 was assessed against the Senior Seminar Rubric. Two readers (professors not engaged in the teaching of the course) submitted scores, which were analyzed as follows:</p> <p>An overall holistic score of &gt; 4/6 (a mean average of the two scores), with scores in each of the eight rubric subcategories exceeding 3/6 was considered "meeting expectations."</p> <p>An overall holistic score of &gt; 5/6 (a mean average of the two scores), with scores in each of the eight rubric subcategories exceeding 4/6 was considered "exceeding expectations."</p> <p>An overall holistic score of at least 3 /6 (a mean average of the two scores), with occasional scores in the eight rubric subcategories falling below 3/6 was considered "partially meeting expectations."</p> <p>An overall holistic score of 2/6 (a mean average of the two scores), regardless of the scores in the eight rubric subcategories.</p> <p>While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be</p>	Category	Percentage	Exceeded Expectations	45%	Met Expectations	38%	Partially Met...	15%	Improvement Needed	0%	Incomplete or Missing	0%	<p>given to ways of developing points/ideas and incorporating evidence collected through research. Additional attention is also to be given to peer reviews that could help students identify and address issues with mechanics. Finally, an additional draft submission, aimed at addressing mechanical issues, is planned for the next presentation of ENG 480, in fall of 2022.</p> <p><b>Changes to Assessment Plan</b></p>
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English		
	<p>of literature (The Word for World is Forest) through a particular perspective from environmental justice analysis (environmental racism, environmental imperialism, or ecofeminism). Here, A stands for "exceeding expectations," B stands for "meeting expectations," C stands for "partially meeting expectations," and D or F for "improvements needed."</p> <p>The final project of the entire population of 19 students who completed ENG 393, Literature and the Environment, in the fall spring of 2022 was assessed holistically, using an instructor-developed rubric.</p> <p>The following results were recorded: The assignment results: 10 projects earned a grade in the A range 8 projects earned a grade in the B range 1 project earned a grade in the C range Our total has been met: 94% met or exceeded expectations. Results were achieved through careful lecture instruction, in-class discussions, and a writing workshop.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
Effective Writing - Introduced		
<p><b>Outcome Statement</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Research Paper</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 111</p> <p><b>Assessment Method</b></p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> ENGL-2C <b>EFFECTIVE WRITING - INTRODUCED</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial. Academic Year 2021-2022: ENGLISH Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> While we consider the results of the AY 2021-22 assessment satisfactory, the program will seek additional training of all instructors in effective methods of teaching first-year composition, to ensure further improvement in the areas of Audience and Purpose, Development, and MLA citations. As Director of First-Year Writing, I will work on a series of workshops to offer to all faculty teaching first-year writing.</p> <p><b>Changes to Assessment Plan</b></p>

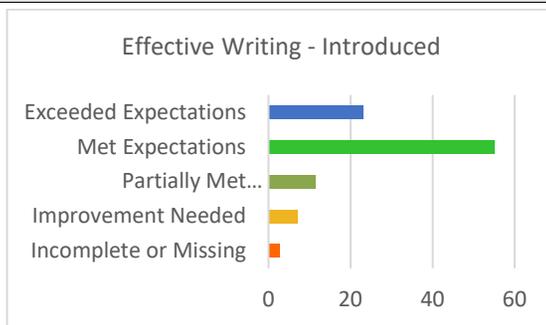
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## English

Rubric



### Analysis and Summary

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An overall holistic score of 3/6, with the 6 rubric categories yielding a score of at least 3/6, was set as meeting expectations. An overall holistic score of 3, with most of the 6 rubric categories yielding a score of 3 (4 or more of the 6) was considered partially meeting expectations. An overall holistic score of 2/6 or a higher holistic score with any number of rubric categories yielding a score of 2/6 was considered as needing improvement. An overall holistic score of 5+/6 was considered exceeding expectations. Two projects were reported as missing/never submitted.

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<p><b>Outcome Statement</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Senior Seminar Paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 480</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> ENGL-2A <b>EFFECTIVE WRITING - MASTERED</b> English majors will develop the ability to compose effective written texts in modes and genre that are scholarly, creative and commercial. Academic Year 2021-2022: ENGLISH Term: Overview</p> <div data-bbox="779 829 1331 1149"> <table border="1"> <caption>Effective Writing - Mastered</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>45</td> </tr> <tr> <td>Met Expectations</td> <td>38</td> </tr> <tr> <td>Partially Met...</td> <td>15</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> The final project (capstone research paper) of the entire population of 18 students who completed ENG 480, Senior Seminar in English, in the fall of 2021 was assessed against the Senior Seminar Rubric. Two readers (professors not engaged in the teaching of the course) submitted scores, which were analyzed as follows: An overall holistic score of &gt; 4/6 (a mean average of the two scores), with scores in each of the eight rubric</p>	Category	Count	Exceeded Expectations	45	Met Expectations	38	Partially Met...	15	Improvement Needed	0	Incomplete or Missing	0	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be given to ways of developing points/ideas and incorporating evidence collected through research. Additional antiunion is also to be given to peer reviews that could help students identify and address issues with mechanics. Finally, an additional draft submission, aimed at addressing mechanical issues, is planned for the next presentation of ENG 480, in fall of 2022.</p> <p><b>Changes to Assessment Plan</b></p>
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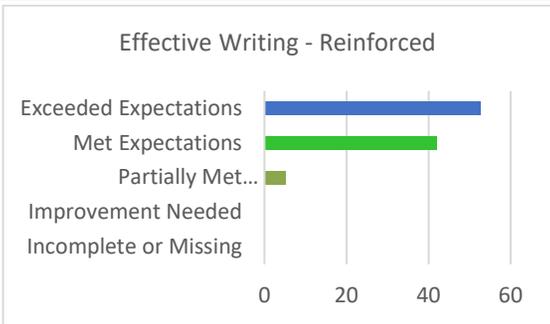
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<b>English</b>		
	<p>subcategories exceeding 3/6 was considered "meeting expectations."</p> <p>An overall holistic score of &gt; 5/6 (a mean average of the two scores), with scores in each of the eight rubric subcategories exceeding 4/6 was considered "exceeding expectations."</p> <p>An overall holistic score of at least 3 /6 (a mean average of the two scores), with occasional scores in the eight rubric subcategories falling below 3/6 was considered "partially meeting expectations."</p> <p>An overall holistic score of 2/6 (a mean average of the two scores), regardless of the scores in the eight rubric subcategories.</p> <p>While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be given to ways of developing points/ideas and incorporating evidence collected through research. Additional antiunion is also to be given to peer reviews that could help students identify and address issues with mechanics. Finally, an additional draft submission, aimed at addressing mechanical issues, is planned for the next presentation of ENG 480, in fall of 2022.</p>	
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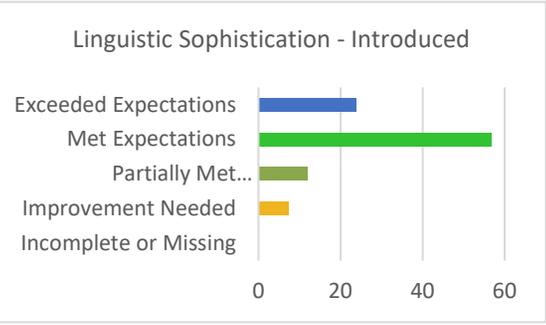
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English														
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<p>OUTCOMES, MEASURES, RESULTS, AND ANALYSES</p> <p><b>Linguistic Sophistication - Introduced</b></p>														
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English														
<p>language as a system of the social and cultural construction of meaning.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final Research Paper</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 111</p> <p><b>Assessment Method</b> Rubric</p>	<p>ENGL-3C <b>LINGUISTIC SOPHISTICATION - INTRODUCED</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.</p> <p>Academic Year 2021-2022: ENGLISH Term: Overview</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Linguistic Sophistication - Introduced</p>  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>22</td> </tr> <tr> <td>Met Expectations</td> <td>55</td> </tr> <tr> <td>Partially Met...</td> <td>10</td> </tr> <tr> <td>Improvement Needed</td> <td>5</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> A sample of 67 final research projects (from 5 sections of ENG 111 offered in fall 2022) was assessed against the written communication rubric. An overall holistic score of 3/6, with the 6 rubric categories yielding a score of at least 3/6, was set as meeting expectations. An overall holistic score of 3, with most of the 6 rubric categories yielding a score of 3 (4 or more of the 6) was considered partially meeting expectations. An overall holistic score of 2/6 or a higher holistic score with any number of rubric categories yielding a score of 2/6 was considered as needing improvement. An overall holistic score of 5+/6 was considered exceeding expectations. Two projects were reported as missing/never submitted. This year's analysis of all of the 67 the projects, but especially those that partially met expectations or were placed in the "improvement needing" categories, points to three areas in which the program could seek improvement: 1) overall length of the final research papers. As many as 19 of the 67 were shorter than the expected 10 pages; 2) strength of argument (choice of a debatable topic); the</p>	Category	Count	Exceeded Expectations	22	Met Expectations	55	Partially Met...	10	Improvement Needed	5	Incomplete or Missing	0	<p>first-year composition, to ensure further improvement in the areas of Audience and Purpose, Development, and MLA citations. As Director of First-Year Writing, I will work on a series of workshops to offer to all faculty teaching first-year writing.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Count													
Exceeded Expectations	22													
Met Expectations	55													
Partially Met...	10													
Improvement Needed	5													
Incomplete or Missing	0													

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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English		
	<p>mean average of the 67 samples in the Audience and Purpose category was 4.1/6 and 3) MLA citations. While we consider the results of the AY 2021-22 assessment satisfactory, the program will seek additional training of all instructors in effective methods of teaching first-year composition, to ensure further improvement in the areas of Audience and Purpose, Development, and MLA citations. As Director of First-Year Writing, I will work on a series of workshops to offer to all faculty teaching first-year writing.</p> <p>Our AY 2021-22 approach to the assessment of ENG 111 will remain unchanged for AY 2022-23. The three areas of assessment in which a slight underperformance was detected will be the focus of the next year's assessment cycle.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
Linguistic Sophistication - Mastered		
<p><b>Outcome Statement</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Senior Seminar Paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 480</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered.</p> <p><b>Assessment Results</b> ENGL-3A <b>LINGUISTIC SOPHISTICATION - MASTERED</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning. Academic Year 2021-2022: ENGLISH Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be given to ways of developing points/ideas and incorporating evidence collected through research. Additional antiunion is also to be given to peer reviews that could help students identify and address issues with mechanics. Finally, an additional draft submission, aimed at addressing mechanical issues, is planned for the next presentation of ENG 480, in fall of 2022.</p> <p><b>Changes to Assessment Plan</b></p>

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## English



### Analysis and Summary

The final project (capstone research paper) of the entire population of 18 students who completed ENG 480, Senior Seminar in English, in the fall of 2021 was assessed against the Senior Seminar Rubric. Two readers (professors not engaged in the teaching of the course) submitted scores, which were analyzed as follows:

An overall holistic score of  $> 4/6$  (a mean average of the two scores), with scores in each of the eight rubric subcategories exceeding  $3/6$  was considered "meeting expectations."

An overall holistic score of  $> 5/6$  (a mean average of the two scores), with scores in each of the eight rubric subcategories exceeding  $4/6$  was considered "exceeding expectations."

An overall holistic score of at least  $3/6$  (a mean average of the two scores), with occasional scores in the eight rubric subcategories falling below  $3/6$  was considered "partially meeting expectations."

An overall holistic score of  $2/6$  (a mean average of the two scores), regardless of the scores in the eight rubric subcategories.

While the department is pleased with this year's results, our analysis of the rubric scores reveals a need of additional instruction to improve two specific aspects of student writing: development/support and mechanics. Additional attention -- in ENG 480 and the other ENG classes that "lead up to the senior seminar" -- is to be given to ways of developing points/ideas and incorporating evidence collected through research. Additional attention is also to be given to peer reviews that could help students identify and address issues with mechanics. Finally, an additional draft submission, aimed at addressing

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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English														
	mechanical issues, is planned for the next presentation of ENG 480, in fall of 2022.													
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Linguistic Sophistication - Reinforced														
<p><b>Outcome Statement</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning.</p> <p><b>Signature Learning Outcomes</b> Communication</p> <p><b>Assessment Measure Title</b> Final paper</p> <p><b>Assessment Semester</b> Fall Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> ENGL 393</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Total achievement levels entered</p> <p><b>Assessment Results</b> ENGL-3B <b>LINGUISTIC SOPHISTICATION - REINFORCED</b> Through the study of the grammar and history of English, through the reading and composing of written texts, and through the study of a second language, English majors will develop an understanding of the complexity of language as a system of the social and cultural construction of meaning. Academic Year 2021-2022: ENGLISH Term: Overview</p> <table border="1"> <caption>Linguistic Sophistication - Reinforced</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>50</td> </tr> <tr> <td>Met Expectations</td> <td>40</td> </tr> <tr> <td>Partially Met...</td> <td>5</td> </tr> <tr> <td>Improvement Needed</td> <td>0</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0</td> </tr> </tbody> </table> <p><b>Analysis and Summary</b> As part of our assessment of Critical Reading (and Signature Learning outcomes of Ethical Interaction and Communication), we set the following goal for ENG 393, Literature and the Environment: 90% of all students will achieve a grade of B or higher on the essay that will ask students to interpret a contemporary work of art from the course material. Students were asked to examine a work of literature (The Word for World is Forest) through a particular perspective from environmental justice analysis</p>	Category	Percentage	Exceeded Expectations	50	Met Expectations	40	Partially Met...	5	Improvement Needed	0	Incomplete or Missing	0	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> The recorded results encourage the department to retain the current approach to the teaching of ENG 393. Assessment of English Outcomes at the reinforced level will continue in another advanced writing class that we'll offer in AY 2022-23.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Percentage													
Exceeded Expectations	50													
Met Expectations	40													
Partially Met...	5													
Improvement Needed	0													
Incomplete or Missing	0													

# 2021-2022 Learning Outcomes Assessment

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## English

(environmental racism, environmental imperialism, or ecofeminism). Here, A stands for "exceeding expectations," B stands for "meeting expectations," C stands for "partially meeting expectations," and D or F for "improvements needed."

The assignment results:

10 projects earned a grade in the A range

8 projects earned a grade in the B range

1 project earned a grade in the C range

Our total has been met: 94% met or exceeded expectations. Results were achieved through careful lecture instruction, in-class discussions, and a writing workshop.

# 2021-2022 Learning Outcomes Assessment

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## Media

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-21 Summary

##### Summary of Last Year's Assessment Work

###### *Analyze and Synthesize Outcome*

We used PR 494 (Client-based Immersion) and MDIA 302 (Emerging Media) to assess this outcome. PR 494 assessed the final reflection paper, with 85% exceeding expectations. MDIA 302 assessed the final project, and 77% exceeded expectations, 23% met expectations. A couple of observations follow: Students overall had a strong and clear perspective, were able to explain their methodology, synthesize material, and provide actionable work. Both classes had good students, but more might be done to ensure the goal was met as strongly as the rubric scores suggest.

###### *Ethics Outcome*

Assessment was done in PR 363 (PR Research) using questions on the final exam. Overall, 29% exceeded expectations, 7% met expectations, 43% partially met expectations, and 21% need improvement. The assessment process brought several issues to the forefront: Some students struggled with providing evidence-based support for their judgments or recommendations. Giving students the opportunity to have assignments pre-graded could ensure the linkage between evidence and judgments/evaluations are clearly articulated. Many students clearly had difficulty with ethical considerations in the public relations realm. More class time should be devoted to discussing ethical issues, and at least one additional assignment could incorporate ethical considerations.

###### *Create Artifacts Outcome*

We used PR 262 (PR Writing) to assess the creation of artifacts based on an assignment near the end of the semester. Using a rubric to evaluate, 35% exceeded expectations, 12% met expectations, and 17% partially met expectations. Students generally are proficient in the technical aspects of writing, including grammar, spelling, sentence structure, etc. Some students were less successful engaging in audience-based writing. Future classes might emphasize this importance by requiring students to indicate as part of each assignment the intended audience for the material being produced. Some students also struggled with the appropriate structure or formatting required. Future classes will be provided with examples of effective documents, and students will be provided the opportunity for pre-grading to ensure they understand what is needed for the practice of public relations.

##### Significant Accomplishments

We had a number of accomplishments over the past year:

- Received approval from the Curriculum Committee for the last of our curricular changes to revise and refine our offerings to better serve our students.
- Successfully navigated move to online course delivery in order to accommodate issues related to the pandemic.
- Emerging Media major has grown from 4 students upon its initiation in Fall 2017 to more than 30 students in Fall 2021.
- Earned external validation of our programs through student awards. Christina Everett, an FMP student, won a Student Production Award for her music video from the National Academy of Television Arts and Science Ohio Valley Chapter. Zach Ferenchak, a PR student, received the Outstanding Graduate PRism Award from the Public Relations Society of America Central Ohio Chapter.

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Analyze and Synthesize

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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Media														
<p><b>Outcome Statement</b> Students will be able to critically analyze and synthesize information and events from multiple perspectives (e.g., social, cultural, aesthetic, ethical, legal) in order to develop practical and actionable work.</p> <p><b>Signature Learning Outcomes</b> Data Use</p> <p><b>Assessment Measure Title</b> PR 363 Bexley Survey Project/PR 494 Final Assignments</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> PR 363 PR Research PR 494 Client-based Immersion</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Students will average above 75% 60% Partially Met, 75% Met Expectations, 90% Exceeded Expectations</p> <p><b>Assessment Results</b> PR 363: 26.32% Exceeded, 52.63% Met, 21.05% Improvement Needed, 19 Students PR 494: 77.78% Exceeded, 11.11% Met, 11.11% Partially Met - 9 students</p> <p>MEDIA 2 <b>ANALYZE AND SYNTHESIZE</b> Critically analyze and synthesize information and events from multiple perspectives (e.g., social, cultural, aesthetic, ethical, legal) in order to develop practical and actionable work. Academic Year 2021-2022: MEDIA Term: Overview</p> <div style="text-align: center;"> <table border="1"> <caption>Analyze and Synthesize</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>42%</td> </tr> <tr> <td>Met Expectations</td> <td>38%</td> </tr> <tr> <td>Partially Met...</td> <td>3%</td> </tr> <tr> <td>Improvement Needed</td> <td>15%</td> </tr> <tr> <td>Incomplete or Missing</td> <td>2%</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> PR 363: As a part of a research project that was conducted for the City of Bexley, students were required to access, evaluate, interpret, and integrate quantitative and qualitative information from primary research to solve problems. The discussion of effectiveness and strategies for improvement will be divided based upon the qualitative and quantitative research. Interpreting, evaluating, and integrating qualitative research findings.</p>	Category	Percentage	Exceeded Expectations	42%	Met Expectations	38%	Partially Met...	3%	Improvement Needed	15%	Incomplete or Missing	2%	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> PR 363: Spend more class time how to extrapolate, from quantitative data, meaning that can be turned into actionable outcomes. PR 494: We should continue to create opportunities throughout the curriculum to access, analyze, and use information to solve problems.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Percentage													
Exceeded Expectations	42%													
Met Expectations	38%													
Partially Met...	3%													
Improvement Needed	15%													
Incomplete or Missing	2%													

# 2021-2022 Learning Outcomes Assessment

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## Media

1. Students generally were quite effective in understanding qualitative research findings and incorporating those findings into conclusions and recommendations. Nearly all students participated in coding qualitative data into 13 different categories that were then used that information in their final reports. Only two (of 19) students struggled conceptually with the qualitative findings. I think that was more of a function of the student's attendance in the classes rather than needing to modify any teaching strategies.

2. Students were less effective in understanding quantitative research findings and incorporating those findings into conclusions and recommendations. Specifically, 21% (4/19) of the students in the class fell short of expectations and did not fully understand how Likert-type data could inform conclusions that might be made from the data, and how those conclusions could inform the recommendations made. 53% (10/19) of the students understood fundamentally how data could be used to inform decisions, and 26% (5/19) of the students exceeded expectations.

3. In the future, more class time will be devoted to explaining to students the process of how to extrapolate, from quantitative data, meaning that can be turned into actionable outcomes. Additionally, because 79% of the students met or exceeded expectations with regard to quantitative data analysis and utilized that information to formulate conclusions and recommendations, I likely will require all students to come in for individual meetings during the report generation process. Then, I will be able to discern those students who fully understand how to use quantitative data from those who struggle. I can then set up additional meetings to help those who struggle with interpreting quantitative data. A substantial number of public relation students are somewhat number/math averse, so I need to make sure that I spend more time with those who conceptually struggle with understanding basic statistical concepts/operations such as mean scores, t-tests, correlations, and one-way analysis of variance. Students worked together to create and analyze a survey for the city of Bexley. In assessing students' ability to understand quantitative research findings and incorporate those findings into conclusions and recommendations, 26.32% of students exceeded expectations, 52.63% met expectations, and 21.05% needed improvement. It might be useful to spend more time in class, and perhaps individually with students, to help them understand how to

# 2021-2022 Learning Outcomes Assessment

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<b>Media</b>		
	<p>extrapolate meaning from data in order to make recommendations for action.</p> <p>PR 494: Students worked with a nonprofit client and were required to access, evaluate, interpret, and integrate information from secondary sources to create a coordinated digital campaign to raise awareness and increase funding for student scholarships and other opportunities. While the students worked in groups, individual assessments were generated through use of a rubric. Overall, students did well, with some demonstrating stronger abilities than others in accessing and using information to solve problems. This suggests the importance of continued opportunities throughout the curriculum to increase skills and insight in finding and using information to solve problems.</p> <p>Students did well working in groups to create a coordinated digital campaign for a non-profit client. Students were assessed individually using rubrics. Overall, 77.78% exceeded expectations, 11.11% met expectations, and 11.11% partially met expectations. It would be helpful to continue to create problem-solving opportunities throughout the curriculum.</p>	
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Disciplinary Foundations</b>		
<p><b>Outcome Statement</b> Students will be able to describe the historical, functional, and theoretical foundations of the discipline.</p> <p><b>Signature Learning Outcomes</b> Not Applicable</p> <p><b>Assessment Measure Title</b> Assessment Measure: Exam questions</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> PR 161 Introduction to Public Relations MDIA 102 Media Criticism and Analysis</p>	<p><b>Achievement Level Threshold</b> Students will average above 75% 60% Partially Met, 75% Met, 90% Exceeded Expectations</p> <p><b>Assessment Results</b> MDIA 102: 41.18% Exceeded, 29.41% Met, 11.76% Partially Met, 17.65% Improvement Needed, 15 students PR 161: 56.25% Exceeded, 37.5% Met, 6.25% Partially Met Expectations, 16 students</p> <p><b>MEDIA 1</b> <b>FOUNDATIONS OF DISCIPLINE</b> Describe the historical, functional, and theoretical foundations of the discipline. Academic Year 2021-2022: MEDIA Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> MDIA 102: Additional discussion in class might ensure better understanding of basic concepts and principles. PR 161: Continue to encourage class discussion of topics. Continue to provide interesting and illustrative examples of concepts in class.</p> <p><b>Changes to Assessment Plan</b> MDIA 102: Might adjust the exam and the time allotted to complete it.</p>

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## Media

### Assessment Method

Testing Instrument



### Analysis and Summary

MDIA 102:

For the most part the students understood the concepts of the class. Most of the lower scores were either a student rushing through the exam or spending too much time in the first 2 parts of the exam and not having enough time to complete the essay portion. The only recommendation to improve those scores is just more time for the exam, although most students didn't have any issues with the time.

Using an exam to assess students' foundational knowledge of media studies, 41.18% exceeded expectations, 29.41% met expectations, 11.76% partially met expectations, and 17.65% need improvement. It appears that students' ability to finish the exam in the allotted time was the largest factor in the lower scores, and that can be adjusted for next time. Additional discussion in the classroom might help to ensure that basic principles and concepts are well understood.

PR 161:

Overall, students did well on quizzes that covered history, principles, and basic practices of public relations. In future classes, providing additional interesting and illustrative examples of concepts might improve student learning. Additionally, it would be helpful to continue to encourage class discussion on these topics.

The assessment used scores from several quizzes that covered the foundational concepts and principles of the public relations field. Overall, 56.25% of students exceeded expectations, 37.5% met expectations, and 6.25% partially met expectations. While this is strong indication that students are learning, even more might be

# 2021-2022 Learning Outcomes Assessment

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<b>Media</b>														
	done by increasing classroom discussion and use of examples that illustrate the various concepts.													
<b>OUTCOMES, MEASURES, RESULTS, AND ANALYSES</b>														
<b>Ethical and Legal Implications</b>														
<p><b>Outcome Statement</b> Students will be able to discuss and execute the legal and ethical implications of their work.</p> <p><b>Signature Learning Outcomes</b> Ethical Interaction</p> <p><b>Assessment Measure Title</b> Assessment Measures: Final assignment (FMP 433) and Ethics assignment (PR 464)</p> <p><b>Assessment Semester</b> Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> FMP 433 Advanced Video PR 464 PR Programs and Campaigns</p> <p><b>Assessment Method</b> Rubric</p>	<p><b>Achievement Level Threshold</b> Students will average above 75% 60% Partially Met, 75% Met Expectations, 90% Exceeded Expectations</p> <p><b>Assessment Results</b> FMP 433: 100% Exceeded Expectations, 11 Students PR 464: 50% Exceeded Expectations, 33.33%, 16.67% Incomplete or Missing, 12 Students</p> <p>MEDIA 3 <b>ETHICS</b> Discuss and execute the legal and ethical implications of their work. Academic Year 2021-2022: MEDIA Term: Overview</p> <div data-bbox="779 902 1331 1224" data-label="Figure"> <table border="1"> <caption>Ethics Performance Distribution</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>50%</td> </tr> <tr> <td>Met Expectations</td> <td>33.33%</td> </tr> <tr> <td>Partially Met...</td> <td>16.67%</td> </tr> <tr> <td>Improvement Needed</td> <td>0%</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0%</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> FMP 433: Students in FMP 433 Advanced video create a video highlighting a local non-profit agency. As a part of this project students are to keep a production book for the client which contains appropriate Music, Image, and location releases. These are all legal notices that are</p>	Category	Percentage	Exceeded Expectations	50%	Met Expectations	33.33%	Partially Met...	16.67%	Improvement Needed	0%	Incomplete or Missing	0%	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> FMP 433: Continue the assignment of requiring legal notices so that students understand the importance of doing so. PR 464: Doing and discussing more ethical case studies in this and other classes would be beneficial for students.</p> <p><b>Changes to Assessment Plan</b></p>
Category	Percentage													
Exceeded Expectations	50%													
Met Expectations	33.33%													
Partially Met...	16.67%													
Improvement Needed	0%													
Incomplete or Missing	0%													

## 2021-2022 Learning Outcomes Assessment

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Media		
	<p>required to use any such video for marketing purposes. Students understood the importance of maintaining proper legal documentation for all work and displayed as such by keeping all appropriate paperwork for the client.</p> <p>Students were assessed on their ability to maintain proper legal documentation for their video work. Happily, 100% of students exceeded expectations in this regard. We will continue to emphasize the importance of legal compliance with Music, Image, and location releases.</p> <p>PR 464:</p> <p>For this assessment, students were quizzed on their understanding of concepts in the PRSA Code of Ethics and then completed a related ethical case study analysis. Overall, students did well, however it would be helpful to do more case studies in class so that students have the opportunity to think through and discuss the variety of ethical dilemmas they may experience in the workplace. Students demonstrated a good understanding of ethical concepts and did well on the application of ethical values in a case study. Overall, 50% exceeded expectations and 33.33% met expectations. Unfortunately, 16.67% (2 students) failed to complete the exam, and thus it is not possible to determine their level of knowledge and proficiency in this area. It would generally be helpful to expand use of ethics case studies to assist students with the various dilemmas they might face in the workplace.</p>	

# 2021-2022 Learning Outcomes Assessment

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## Psychology

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Communication

##### Summary of Last Year's Assessment Work

Overall, students do a good job of writing this type of essay. They are citing the APA ethics code and their writing is clear and easy to read.

##### Significant Accomplishments

While the ethics essay has a technical side (i.e., students must use the APA Ethics Code to analyze a situation), they also have a personal side in that students are describing situations that they or their family/friends have been personally involved in. The personal nature of the assignment likely leads to better writing -- we need to assess students' scientific writing, too.

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Ethics

##### Summary of Last Year's Assessment Work

Students did well on the assessment. They employed the APA Ethics Code to personal situations and were skilled at making connections to both the Guiding Principles and the Ethical Standards.

##### Significant Accomplishments

Students did well on the assessment. They employed the APA Ethics Code to personal situations and were skilled at making connections to both the Guiding Principles and the Ethical Standards.

### SUMMARY OF PREVIOUS YEAR

#### AY 2020-2021 Principles and Theories

##### Summary of Last Year's Assessment Work

The 42 item test is comprised of items from a Psychology GRE practice test, with 7 items from each of 6 areas: developmental, abnormal, research methods/statistics, cognitive, social psychology, and biopsychology.

12 of 18 students enrolled in the PSYCH 300 class completed the test. Completing the test was not required for the course. A link to the online test was available in the course LMS in the first week of the class. Students were asked to complete the test and were told that the items came from the Psychology GRE Subject Test and they would be able to see their score after they completed the test.

Overall, the students did not perform well -- we note that most students took the test "cold" and it is possible that some students have not, yet, completed the psychology classes that include items from the test. Means (SDs) for the subsections are as follows:

- 4.58(1.16) social psychology
- 4.00(1.54) abnormal
- 4.00(2.04) cognitive
- 3.92(1.38) research methods/statistics
- 3.83(1.40) developmental
- 3.08(1.51) biopsychology

A repeated measures ANOVA did not reveal significant differences in scores across the subsections; we note that the small sample violated the assumptions of the test.

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<b>Psychology</b>		
<p><b>Significant Accomplishments</b>            Based on a department discussion 2021.04.13: Need more students to take the test. Want a more representative sample. Should we do a post-test at the end of different classes? Or, is the goal to see what students retain at "graduation"? Would this be better in the PSYCH 410 class in which more students will have completed the required courses? Do we know what this means? It is a low-stakes test. What is the motivation for the students to do well on the exam? Should we have students do a complete practice exam? Look at the 2013 APA assessment options for an external referent (Rich will look at this). Is there a way to incentivize people to do well on the exam? Are we tapping into more of a memory function rather than an understanding function? Would a case study approach be better to demonstrate understanding the principles and theories being addressed? Look at the broad PLOs and address them with more targeted types of assessments, rather than just content knowledge.</p>		
OUTCOMES, MEASURES, RESULTS, AND ANALYSES		
<b>Data Use- Research Methods</b>		
<p><b>Outcome Statement</b>            Students recognize, apply, and critique basic research methods in psychology, including research design, data analysis, and interpretation including the use of technology for these purposes</p> <p><b>Signature Learning Outcomes</b>            Data Use</p> <p><b>Assessment Measure Title</b>            Assessment Measure: Data Use Rubric</p> <p><b>Assessment Semester</b>            Fall Semester            Spring Semester</p> <p><b>Assessment Level</b>            At the program/unit-level</p> <p><b>Course(s)</b>            PSYCH 350            PSYCH 450            SOSCI 220</p> <p><b>Assessment Method</b>            Rubric</p>	<p><b>Achievement Level Threshold</b>            70% means the students have met expectations</p> <p><b>Assessment Results</b>            PSYCH 350:            21FA: 6.25% Exceeded Expectations, 87.5% Met Expectations, 6.25% Partially Met Expectations, 16 Students            22SP: 4.55% Exceeded Expectations, 81.82% Met, 13.64% Partially Met Expectations            PSYCH 450:            22SP: 60% Exceeded Expectations, 40% Met Expectations, 5 Students            SOSCI 220:            22SP: 64.52% Met Expectations, 35.48% Partially Met Expectations, 31 Students</p> <p>PSYCH 2  <b>RESEARCH METHODS</b>            Recognize, apply, and critique basic research methods in psychology, including research design, data analysis, and interpretation including the use of technology for these purposes            Academic Year 2021-2022: PSYCHOLOGY            Term: Overview</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b>            PSYCH 350:            Provide students with an example limitations section from published research.            PSYCH 450:            More time will be spent reviewing elements of the conclusion, including limitations. An additional draft of this section will be added to the course expectations.            Upholding the pre-requisites for the class is also important.            SOSCI 220:            Work on the communication and mechanics portions of the rubric when students submit rough drafts of the paper.</p> <p><b>Changes to Assessment Plan</b></p>

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Psychology



### Analysis and Summary

PSYCH 350:

Most students met or exceeded expectations. The lowest rubric sub score was for discussing limitations.

PSYCH 450:

The class size was small (n=5) so it may be difficult to generalize from these results.

SOSCI 220:

This is the first time students do a paper of this nature and so it is reasonable that they scores as partially met or met expectations. When the students get into PSYCH 350 and PSYCH 450 the rubric scores should increase. Students scores lowest on the Communication and Mechanics portions of the rubric.

This is the first time students do a paper of this nature and so it is reasonable that they scores as partially met or met expectations. When the students get into PSYCH 350 and PSYCH 450 the rubric scores should increase. Students scores lowest on the Communication and Mechanics portions of the rubric.

### OUTCOMES, MEASURES, RESULTS, AND ANALYSES

#### Ethical Thinking

##### Outcome Statement

Students identify, explain, and assess the ethical implications of issues and situations and act ethically

##### Signature Learning Outcomes

Ethical Interaction

##### Achievement Level Threshold

70% means the students have met expectations

##### Assessment Results

21FA: 91.89% Exceeded Expectations, 2.7% Improvement Needed, 5.41% Incomplete or Missing, 37 Students

##### Planned Changes to Course, Curriculum, or Programming Changes

21FA: Students appear able to analyze the ethics of a research study -- will return to using an interpersonal interaction as the prompt for the assignment.

22SP: Might need to ramp up the expectations for this paper.

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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Psychology														
<p><b>Assessment Measure Title</b> Assessment Measure: Ethics Rubric</p> <p><b>Assessment Semester</b> Fall Semester Spring Semester</p> <p><b>Assessment Level</b> At the course-level</p> <p><b>Course(s)</b> PSYCH 200</p> <p><b>Assessment Method</b> Rubric</p>	<p>22SP: 86.21% Exceeded Expectations, 13.79% Met Expectations, 29 Students</p> <p><b>PSYCH 8 ETHICS</b> Identify, explain, and assess the ethical implications of issues and situations and act ethically Academic Year 2021-2022: PSYCHOLOGY Term: Overview</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Ethics</p> <table border="1" style="display: none;"> <caption>Bar Chart Data: Ethics</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Exceeded Expectations</td> <td>86.21%</td> </tr> <tr> <td>Met Expectations</td> <td>13.79%</td> </tr> <tr> <td>Partially Met...</td> <td>0%</td> </tr> <tr> <td>Improvement Needed</td> <td>0%</td> </tr> <tr> <td>Incomplete or Missing</td> <td>0%</td> </tr> </tbody> </table> </div> <p><b>Analysis and Summary</b> PSYCH 200 21FA: Most students (i.e., 92%) did very well on the assessment. This assignment differed from the assignment used for the assessment in AY 20-21 in that this semester students analyzed a research study rather than a personal experience. 22SP: Students either met or exceeded expectations.</p>	Category	Percentage	Exceeded Expectations	86.21%	Met Expectations	13.79%	Partially Met...	0%	Improvement Needed	0%	Incomplete or Missing	0%	<p><b>Changes to Assessment Plan</b></p>
Category	Percentage													
Exceeded Expectations	86.21%													
Met Expectations	13.79%													
Partially Met...	0%													
Improvement Needed	0%													
Incomplete or Missing	0%													
OUTCOMES, MEASURES, RESULTS, AND ANALYSES														
Scientific Thinking														
<p><b>Outcome Statement</b> Students demonstrate scientific thinking that was gained through practical research, laboratory, or field experience</p> <p><b>Signature Learning Outcomes</b> Social and Natural Sciences</p> <p><b>Assessment Measure Title</b> Assessment Measure: Scientific Thinking Rubric</p>	<p><b>Achievement Level Threshold</b> 70% means the students have met expectations</p> <p><b>Assessment Results</b> PSYCH 350: 21FA: 6.25% Exceeded Expectations, 87.5%, Met Expectations, 6.25% Partially Met Expectations, 16 Students</p>	<p><b>Planned Changes to Course, Curriculum, or Programming Changes</b> PSYCH 350: Provide students with an example limitations section from a published research article. PSYCH 450: More time will be spent reviewing elements of a conclusion, including limitations. An additional draft opportunity will be added.</p>												

# 2021-2022 Learning Outcomes Assessment

Assessment Cycle Time Period: 08/15/2021 - 08/14/2022

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## Psychology

**Assessment Semester**  
 Fall Semester  
 Spring Semester  
**Assessment Level**  
 At the program/unit-level  
**Course(s)**  
 PSYCH 350  
 PSYCH 450  
 SOSCI 220  
  
**Assessment Method**  
 Rubric

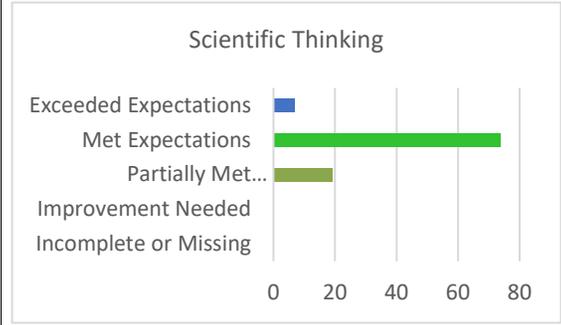
22SP: 4.55% Exceeded Expectations, 81.82% Met Expectations, 13.64% Partially Met Expectations, 22 Students  
 PSYCH 450: 22SP: 60% Exceeded Expectations, 40% Met Expectations, 5 Students  
 SOSCI 220: 66.67% Met Expectations, 33.33% Partially Met Expectations, 30 Students

SOSCI 220: Will work on the communication and mechanics part of the rubric when students submit their rough drafts.

**Changes to Assessment Plan**

**PSYCH 7  
 SCIENTIFIC THINKING**

Demonstrate scientific thinking that was gained through practical research, laboratory, or field experience  
 Academic Year 2021-2022: PSYCHOLOGY  
 Term: Overview



**Analysis and Summary**

PSYCH 350: Most students met or exceeded expectations. The lowest rubric sub score was for discussing limitations.  
 PSYCH 450: Class size was small (n=5) limiting generalizability of results.  
 SOSCI 220: This is the first time students do a paper of this nature and so it is reasonable that they scores as partially met or met expectations. When the students get into PSYCH 350 and PSYCH 450 the rubric scores should increase. Students scores lowest on the Communication and Mechanics portions of the rubric.