

Sterling College
Fall 2009
Institutional Assessment
Report

(For the 2008–2009 Academic Year)

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Introduction

Sterling College began an important period of transition in assessment when its former Assessment Director, a full-time faculty member who received a slight reduction in teaching load to direct the College's assessment efforts, resigned as the Assessment Director in fall 2007. After the peer-review team for the North Central Association of Colleges and Schools cited the institution's assessment plan as a significant concern in its 2000 Comprehensive Visit Report, the previous Assessment Director helped to drastically improve the assessment culture at Sterling College. He not only implemented a plan that provided more meaningful data than the College had ever collected, he also wrote informative annual assessment reports from 2001 to 2007 and annual assessment newsletters from 2004 to 2007. When an NCA peer-review team conducted a follow-up visit in 2003, they noted, "The progress that Sterling College has made since the fall of 2000 in developing and implementing an assessment plan that over time can lead to program improvement is significant."

With the Assessment Director's resignation coinciding with discussion about the College's 2010 comprehensive visit for reaccreditation, the transition period served as a logical time to closely review the College's assessment plan in light of the Higher Learning Commission's newer criteria, adopted in 2004, after the 2003 focused-visit team noted the College's improvement in the area of assessment. In reviewing the *Handbook of Accreditation*, the Commission's Core Component 3A was some cause for concern. To comply with Core Component 3A, an institution must demonstrate that its "goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible." Sterling College had experienced great success in assessing knowledge, skills, and values common to the general education curriculum and each academic discipline, but the plan did not provide direction about how to assess *all* learning outcomes that might be unique to Sterling College's programs.

During the 2007–2008 academic year, an interim Assessment Director researched, developed, and began to implement a new assessment plan that required more data-collection methods. An effort was made to not discard what had been done through the previous plan, but leverage past assessment success in developing a plan that would be more thorough and foster more transparency. Many of the assessment tools from the previous plan were incorporated into the current one (national standardized tests and creative products/capstone assignments), but new assessment methods have been added.

The current assessment plan was implemented in three phases, beginning in fall 2007. The second and arguably most important phase involved the completion of curriculum alignment matrices for every academic program. These matrices, submitted to the interim Assessment Director in May 2008, contain the programmatic objectives for student learning and an alignment map that indicates which objectives are to be addressed in which courses. They also include a map that illustrates the alignment of program objectives with school objectives. With the curriculum matrices, departments submitted course objectives as well, and most departments included maps that describe how course objectives will be assessed.

In addition, faculty have also been asked to identify program objectives that relate directly to elements of the Sterling College mission statement. In the matrices, some program objectives are labeled with a "CL" for "Creative Leader," a "TL" for "Thoughtful Leader," or a "CTL" for "Creative and Thoughtful Leader." Some objectives also have an "MCF" designation. This designation identifies objectives that are closely associated with developing in students "a maturing Christian faith."

The information presented on the following pages contains the first year of data from the College's new assessment plan. The report addresses general education objectives, academic program objectives, school objectives, non-academic unit objectives, and institutional objectives. After each section is a summary of findings and recommendations, many of which deal with further improvement of the plan itself.

General Education

In spring 2008, the Faculty Council approved a major revision to the College's general education curriculum. The revision set forth four major goals and the specific student learning outcomes to help the College determine whether students are meeting those goals. Specifically, Sterling College's general education curriculum was revised to ensure that students gain:

1. Knowledge of the world and its human cultures

- ◆ Sciences
- ◆ Mathematics
- ◆ Social sciences
- ◆ Literature
- ◆ Religion
- ◆ Philosophy
- ◆ History
- ◆ Fine Arts

2. Intellectual and practical skills

- ◆ Inquiry and reflection
- ◆ Critical and creative thinking
- ◆ Written and oral communication
- ◆ Quantitative literacy
- ◆ Information literacy
- ◆ Teamwork and problem solving

3. Personal and social responsibility

- ◆ Civic knowledge and engagement—local and global
- ◆ Intercultural knowledge and competence
- ◆ Ethical reasoning and compassionate action
- ◆ Foundations and skills for lifelong learning

4. Integrative learning

- ◆ Synthesis of general and specialized studies

Listed below are the second-level learning outcomes that align with these goals.

Knowledge Objectives:

As students meet **Science** objectives they will:

- Appreciate the historical development of scientific knowledge.
- Understand the scientific method for exploring the world.
- Understand foundational principles that the scientific method has revealed.

As students meet **Math** objectives they will:

- Appreciate how mathematics is a tool for exploring our world.
- Understand basic mathematical relationships.

As students meet **Social Science** objectives they will:

- Understand the nature and limitations of the human mind.
- Understand historical development of inequality in social life.
- Understand how social institutions organize and regulate social life.

As students meet **Literature** objectives they will:

- Know literary works from various cultures.

- Appreciate literature as a reflection of diverse cultures.
- Use basic vocabulary and techniques to discuss literature.

As students meet **Religion** objectives they will:

- Understand themes and contexts of the Bible.
- Understand the basic teachings of the Christian church.

As students meet **Philosophy** objectives they will:

- Understand foundational philosophical thinkers.
- Use basic vocabulary and categories of philosophical thought to explore basic questions about life, knowing, and meaning.

As students meet **History** objectives they will:

- Understand history and interaction of western and non-western cultures.

As students meet **Fine Arts** objectives they will:

- Demonstrate knowledge of significant works, styles and structures in the fine arts.
- Demonstrate knowledge of basic issues of fine art theory and aesthetics.
- Demonstrate knowledge of materials, processes and methods of fine arts.
- Use terms, analysis, and criticism in response to experiencing works of art.

Skills Objectives

As students meet **Inquiry and Reflection** objectives they will:

- Use investigative skills to explore issues.
- Think about their thinking as they analyze their own positions and actions.

As students meet **Critical and Creative Thinking** objectives they will:

- Identify logical issues within source materials.
- Identifying implicit and explicit assumptions in source materials.
- Solve problems creatively.

As students meet **Communication** objectives they will:

- Apply proper conventions of standard written English.
- Express verbal messages competently and confidently.
- Adapt communication to the nature of the message and the audience.
- Use source information ethically and effectively.
- Use tools of persuasion ethically and responsibly.
- Demonstrate critical thinking in the development of reasoned arguments.

As students meet **Quantitative Literacy** objectives they will:

- Apply basic mathematical concepts in solving problems.

As students meet **Information Literacy** objectives they will:

- Locate relevant information effectively.
- Evaluating information proficiently.

As students meet **Teamwork and Problem Solving** objectives they will:

- Work effectively in teams.
- Apply fundamental concepts of team dynamics.

Responsibility Objectives

As students meet **Civic Knowledge and Engagement—Local and Global** objectives they will:

- Understand civic engagement as a necessary ingredient of a vital society.
- Experience how professional and intellectual skills benefit society.
- Understand that ones choices and behaviors may have profound effects for people of all cultures and places.

As students meet **Intercultural Knowledge and Competence** objectives they will:

- Develop understanding and respect for their own culture.
- Develop understanding and respect for different cultures.
- Explore cultural diversity through literature and the arts.

As students meet **Ethical Reasoning and Compassionate Action** objectives they will:

- Use information to act in ways that respect the physical universe.
- Use knowledge to address contemporary problems produced by social inequalities.
- Demonstrate appreciation for the religious and cultural beliefs of others.

As students meet **Life-long Learning** objectives they will:

- Develop self-generated habits of learning about ideas, events, and technologies
- Seek quality information relevant to life choices.
- Apply skills for effective participation in personal, work-related, and civic commitments.

Integrative Learning Objectives

As students meet **Synthesis of General/Special Studies** objectives they will:

- Demonstrate ability to connect discipline knowledge with larger issues of life.

As stated in the College's assessment plan, assessment of the general education curriculum should occur on a three-year cycle. The GE Chair has been charged with reporting on one-third of the general education goals and objectives each year. A report about the outcomes associated with Goal 1, Knowledge of the World and Its Human Cultures, is included in this document. The *Institutional Assessment Report* published in fall 2010 will include data about the outcomes associated with Goal 2, Intellectual and Practical Skills, and the fall 2011 *Institutional Assessment Report* will include data about the outcomes associated with Goal 3: Personal and Social Responsibility, and Goal 4, Integrative Learning. While the GE Chair will *report* on only one-third of the outcomes each year, data pertaining to *all* outcomes will be *collected* annually.

Assessment of the College's general education curriculum occurs via two measures: 1) the *Sterling College General Education Exam* and 2) individual course reviews. Additionally, a national standardized test provides the College with information about how Sterling College students compare to other students in regard to knowledge and skills common to GE programs throughout the country.

ASSESSMENT OF KNOWLEDGE-RELATED OUTCOMES IN THE STERLING COLLEGE GENERAL EDUCATION PROGRAM

THE STERLING COLLEGE GENERAL EDUCATION EXAM

The *Sterling College General Education Exam* was developed in fall 2008. To construct the exam, the GE Chair solicited multiple-choice questions from faculty members responsible for teaching courses that meet GE requirements. For each GE course taught, faculty members were asked to submit three to four multiple-choice questions that could serve as measurements of a student's ability to meet the GE outcome(s) associated with the course. The GE Chair reviewed the items for fairness, syntax, and redundancy. He then categorized each item with the appropriate courses so that students were able to see which courses the items represented.

Ten questions related to the “maturing Christian faith” aspect of the College mission statement were also included on the exam. These items were developed by the GE Chair, the Director of Institutional Assessment, and instructors of two required faith-related courses in the GE program. One course is an entry-level course; the other is “capstone” course of sorts for the GE curriculum.

The exam also contains a number of questions designed to provide the College with demographic information about the students. All freshmen and seniors were asked to complete the exam, the goal of the exam being to verify growth from the freshman to senior year. Freshmen were asked to answer every question on the exam, while seniors were asked to answer only the items associated with courses they took at Sterling College.

In fall 2008, 106 first-year students and 22 graduating seniors completed the exam. In spring 2009, 84 graduating seniors completed the exam. In the information that follows, data from the fall and spring graduates has been combined.

Figure 1: Demographic Information

| Breakdown by Gender | | | | |
|--|------------------|-------------------------|--------------|--------------|
| | Male | Female | Total | |
| Fall 2008 Freshmen | 56 | 50 | 106 | |
| Fall 2008 and Spring 2009 Graduates | 44 | 62 | 106 | |
| Breakdown by Ethnicity | | | | |
| | Caucasian | African American | Other | Total |
| Fall 2008 Freshmen | 85 | 9 | 12 | 106 |
| Fall 2008 and Spring 2009 Graduates | 92 | 7 | 7 | 106 |

Results by Knowledge-Related Objective

To calculate the percentages that follow, the number of questions that were associated with a given objective and answered correctly were divided by the number of questions answered. So if of 67% is listed with a certain group of students, then of the questions that group answered, 67% were answered correctly.

The *Sterling College General Education Exam* has provided the institution with some data, but percentages should be interpreted with caution because analyses have yet to be performed on individual test items. Moreover, some items did not conform to best practices for item writing (distracters were too easily identifiable as distracters, correct answers were noticeably longer or shorter than distracters, etc.). Finally, it must be noted that, for graduates, many objectives were associated with courses *after* graduates completed those courses. In other words, while many of the objectives were associated with certain courses because faculty felt those courses were already addressing the GE objectives, promoting and assessing student learning related to those objectives was not *intentional*, in many cases, until the spring 2008 GE revision, and many graduates completed those courses before spring 2008.

Figure 2: Whole-Exam Scores by Graduates' Majors*

| | |
|--|-----|
| Art & Graphic Design | 46% |
| Athletic Training | 40% |
| Biology | 51% |
| Business Administration | 38% |
| Chemistry | 48% |
| Christian Ministries | 42% |
| Communication and Theatre Arts | 40% |
| Elementary Education | 44% |
| English | 49% |
| Exercise Science | 36% |
| History | 40% |
| Independent Interdisciplinary | -- |
| Mathematics | 50% |
| Music | -- |
| Music Education | -- |
| Psychology | 49% |
| Religious and Philosophical Studies | 47% |

* Sports Management was not listed as a choice and is therefore absent from all sections that contain data disaggregated by major.

Science

Objectives:

- Appreciate the historical development of scientific knowledge.
- Understand the scientific method for exploring the world.
- Understand foundational principles that the scientific method has revealed.

Science Objective 1: Appreciate the historical development of scientific knowledge.

Courses associated with objective:

- BI-111-Human Genetics
- BI-110-Human Anatomy and Physiology

Overall Scores by Class:

- Graduates: 69%
- Freshmen: 65%

Gender:

- Graduates
 - Male: 57%
 - Female: 69%
- Freshmen
 - Male: 54%
 - Female: 68%

Ethnicity:

- Graduates
 - Caucasian: 71%
 - African-American: 57%
 - Other: 63%
- Freshmen
 - Caucasian: 61%
 - African-American: 51%
 - Other: 54%

Breakdown by Major for Graduates

| | |
|-------------------------------------|------|
| Art & Graphic Design | 40% |
| Athletic Training | 65% |
| Biology | 83% |
| Business Administration | 52% |
| Chemistry | 100% |
| Christian Ministries | 66% |
| Communication and Theatre Arts | 50% |
| Elementary Education | 50% |
| English | 77% |
| Exercise Science | 55% |
| History | 66% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 50% |
| Music | -- |
| Music Education | -- |
| Psychology | 66% |
| Religious and Philosophical Studies | 50% |

Breakdown by Associated Course

- BI-111-Human Genetics
 - Freshmen: 68%
 - Graduates: 71%
- BI-110-Human Anatomy and Physiology
 - Freshmen: 64 %
 - Graduates: 67%

Science Objective 2: Understand the scientific method for exploring the world.

Courses associated with objective:

- BI-111-Human Genetics
- BI-110-Human Anatomy and Physiology

Overall Scores by Class:

- Graduates: 69%
- Freshmen: 65%

Gender:

- Graduates
 - Male: 57%
 - Female: 69%
- Freshmen
 - Male: 54%
 - Female: 68%

Ethnicity:

- Graduates
 - Caucasian: 71%
 - African-American: 57%
 - Other: 63%
- Freshmen
 - Caucasian: 61%
 - African-American: 51%
 - Other: 54%

Breakdown by Associated Course:

- BI-170-Zoology
 - Freshmen: 41%
 - Graduates: 70%
- CH-110-Introduction to Chemistry
 - Freshmen: 37%
 - Graduates: 60%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|------|
| Art & Graphic Design | 40% |
| Athletic Training | 65% |
| Biology | 83% |
| Business Administration | 52% |
| Chemistry | 100% |
| Christian Ministries | 66% |
| Communication and Theatre Arts | 50% |
| Elementary Education | 50% |
| English | 77% |
| Exercise Science | 55% |
| History | 66% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 50% |
| Music | -- |
| Music Education | -- |
| Psychology | 66% |
| Religious and Philosophical Studies | 50% |

Science Objective 3: Understand the foundational principles that the scientific method has revealed.

Courses associated with objective:

- BI-125-Environmental Science
- BI-100-Principles of Biology with Lab
- BI-110-Human Anatomy and Physiology
- CH-110-Introduction to Chemistry

Overall Scores by Class:

- Graduates: 57%
- Freshmen: 44%

Gender:

- Graduates
 - Male: 48%
 - Female: 61%
- Freshmen
 - Male: 41%
 - Female: 52%

Ethnicity:

- Graduates
 - Caucasian: 56%
 - African-American: 47%
 - Other: 51%
- Freshmen
 - Caucasian: 50%
 - African-American: 40%
 - Other: 42%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 41% |
| Athletic Training | 51% |
| Biology | 83% |
| Business Administration | 46% |
| Chemistry | 77% |
| Christian Ministries | 49% |
| Communication and Theatre Arts | 48% |
| Elementary Education | 50% |
| English | 60% |
| Exercise Science | 57% |
| History | 58% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 56% |
| Music | -- |
| Music Education | -- |
| Psychology | 61% |
| Religious and Philosophical Studies | 47% |

Breakdown by Associated Course:

- BI-125-Environmental Science
 - Freshmen: 39%
 - Graduates: 66%
- CH-110-Introduction to Chemistry
 - Freshmen: 42%
 - Graduates: 52%
- BI-100-Principles of Biology with Lab
 - Freshmen: 48%
 - Senior: 61%
- BI-110-Human Anatomy and Physiology
 - Freshmen: 42%
 - Graduates: 44%

Summary for Knowledge-Related Science Objectives

Science Objective 1: Appreciate the historical development of scientific knowledge.

- Graduates answered questions related to this objective 71% of the time in BI-111: Human Genetics and 67% of the time in BI-110: Human Anatomy in Physiology. However, the data indicates little improvement from first-year to graduation year. Associated items should be reviewed, as they are perhaps not challenging enough.

Science Objective 2: Understand the scientific method for exploring the world.

- The data indicates that students significantly improve in their ability to meet this objective from first year to graduation year. A 29% variation was reported for items associated with BI-170: Zoology, and a 23% variation was reported for items associated with CH-110: Introduction to Chemistry.

Science Objective 3: Understand the foundational principles that the scientific method has revealed.

- For two courses, BI-125-Environmental Science and BI-100: Principles of Biology with Lab, the data indicates that students significantly improve in their ability to meet this objective from first year to graduation year. However, achievement and improvement rates are low for items associated with CH-110: Introduction to Chemistry and BI-110: Human Anatomy and Physiology.

On items related to Science objectives, graduates from the Biology and Chemistry programs scored noticeably higher than students from other majors.

Athletic Training majors ranked high in items associated with Science Objectives 1 and 2. They did not rank as high in items associated with Science objective 3.

Recommendations from Science Faculty

Labs could be scheduled better so that BI-170 labs do not conflict with labs for CH-110.

Math

Objectives:

- Appreciate how mathematics is a tool for exploring our world.
- Understand basic mathematical relationships.

Due to technical issues with the exam-delivery method, math data collected for the 2008–2009 academic year is not reliable. The issues were resolved before the exam was administered in fall 2009.

Social Science

Objectives:

- Understand the nature and limitations of the human mind.
- Understand how social institutions organize and regulate social life.
- Understand the historical development of inequality in social life.

Social Science Objective 1: Understand the nature and limitations of the human mind.

Courses associated with objective:

- BS-125: General Psychology

Overall Scores by Class:

- Graduates: 51%
- Freshmen: 33%

Gender:

- Graduates
 - Male: 47%
 - Female: 52%

- Freshmen
 - Male: 54%
 - Female: 68%

Ethnicity:

- Graduates
 - Caucasian: 57%
 - African-American: 44%
 - Other: 49%
- Freshmen
 - Caucasian: 51%
 - African-American: 38%
 - Other: 46%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 60% |
| Athletic Training | 41% |
| Biology | 67% |
| Business Administration | 52% |
| Chemistry | 50% |
| Christian Ministries | 48% |
| Communication and Theatre Arts | 40% |
| Elementary Education | 47% |
| English | 44% |
| Exercise Science | 38% |
| History | 53% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 66% |
| Music | -- |
| Music Education | -- |
| Psychology | 77% |
| Religious and Philosophical Studies | 66% |

Social Science Objective 2: Understand how social institutions organize and regulate social life.

Courses associated with objective:

- BS-115: Principles of Sociology

Overall Scores by Class:

- Graduates: 53%
- Freshmen: 46%

Gender:

- Graduates
 - Male: 51%
 - Female: 58%
- Freshmen
 - Male: 44%
 - Female: 52%

Ethnicity:

- Graduates
 - Caucasian: 60%
 - African-American: 51%
 - Other: 53%
- Freshmen
 - Caucasian: 51%
 - African-American: 38%
 - Other: 48%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 50% |
| Athletic Training | 47% |
| Biology | 61% |
| Business Administration | 39% |
| Chemistry | 50% |
| Christian Ministries | 41% |
| Communication and Theatre Arts | 43% |
| Elementary Education | 53% |
| English | 61% |
| Exercise Science | 59% |
| History | 56% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 51% |
| Music | -- |
| Music Education | -- |
| Psychology | 72% |
| Religious and Philosophical Studies | 61% |

Social Science Objective 3: Understand the historical development of inequality in social life.

Courses associated with objective:

- BS-115: Principles of Sociology

Overall Scores by Class:

- Graduates: 51%
- Freshmen: 44%

Gender:

- Graduates
 - Male: 53%
 - Female: 59%
- Freshmen
 - Male: 43%
 - Female: 48%

Ethnicity:

- Graduates
 - Caucasian: 63%
 - African-American: 51%
 - Other: 52%
- Freshmen
 - Caucasian: 52%
 - African-American: 41%
 - Other: 43%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 35% |
| Athletic Training | 41% |
| Biology | 67% |
| Business Administration | 41% |
| Chemistry | 33% |
| Christian Ministries | 41% |
| Communication and Theatre Arts | 47% |
| Elementary Education | 35% |
| English | 60% |
| Exercise Science | 41% |
| History | 53% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 41% |
| Music | -- |
| Music Education | -- |
| Psychology | 80% |
| Religious and Philosophical Studies | 58% |

Summary for Knowledge-Related Social Science Objectives

Social Science Objective 1: Understand the nature and limitations of the human mind.

- While room for improvement exists at the senior level (the percentage of items answered correctly was 51%), the data indicates that students significantly improve in their ability to meet this objective from first year to graduation year.

Social Science Objective 2: Understand how social institutions organize and regulate social life.

- Achievement and improvement rates can be improved for items associated with this objective and this course (BS-115: Principles of Sociology).

Social Science Objective 3: Understand the historical development of inequality in social life.

- Achievement and improvement rates can be improved for items associated with this objective and this course (BS-115: Principles of Sociology).

On items related to the social science objectives, psychology majors scored noticeably higher than students from other majors, especially on items related to objective 3.

A significant weakness exists in the GE curriculum's ability to promote student learning related to these objectives. According to GE requirements, students may take **one** social science course from the following:

- BU-103: Economics
- BS-115: Principles of Sociology
- HG-240: World and Regional Geography
- HG-255: Comparative Government
- HG-262: World Religions
- HG-272: International Relations
- CT-Gendered/Intercultural Communications

and

one from the following:

- BS-125: General Psychology
- BS-131: Self and Society

However, many of these courses do not lend themselves to the established social science objectives. Students may therefore meet their social science course requirements without encountering courses in which student learning related to the social science objectives is promoted.

Recommendations from Social Science Faculty

Encourage advisors to enroll more students in BS-131: Self and Society to help lower problematic enrollment numbers in BS-125: General Psychology.

Literature

Objectives:

- Know literary works from various cultures.
- Appreciate literature as a reflection of diverse cultures.
- Use basic vocabulary and techniques to discuss literature.

Literature Objective 1: Know literary works from various cultures.

Courses associated with objective:

- LL-166: American Literature II
- LL-151: Introduction to Literature
- LL-251: World Literature I
- LL-252: World Literature II

Overall Scores by Class:

- Graduates: 51%
- Freshmen: 37%

Gender:

- Graduates
 - Male: 41%
 - Female: 52%
- Freshmen
 - Male: 35%
 - Female: 48%

Ethnicity:

- Graduates
 - Caucasian: 50%
 - African-American: 43%
 - Other: 40%

- Freshmen
 - Caucasian: 41%
 - African-American: 32%
 - Other: 30%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 30% |
| Athletic Training | 40% |
| Biology | 41% |
| Business Administration | 28% |
| Chemistry | 33% |
| Christian Ministries | 25% |
| Communication and Theatre Arts | 30% |
| Elementary Education | 27% |
| English | 63% |
| Exercise Science | 29% |
| History | 39% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 33% |
| Music | -- |
| Music Education | -- |
| Psychology | 33% |
| Religious and Philosophical Studies | 25% |

Breakdown by Associated Course:

- LL-166: American Literature II
 - Freshmen: 51%
 - Graduates: 62%
- LL-151: Introduction to literature
 - Freshmen: 24%
 - Graduates: 45%
- LL-251: World Literature I & LL-252: World Literature II
 - Freshmen: 29%
 - Graduates: 47%

Literature Objective 2: Appreciate Literature as a reflection of diverse cultures.

Courses associated with objective:

- LL-166: American Literature II
- LL-151: Introduction to Literature
- LL-251: World Literature I
- LL-252: World Literature II

Overall Scores by Class:

- Graduates: 52%
- Freshmen: 44%

Gender:

- Graduates
 - Male: 57%
 - Female: 63%
- Freshmen
 - Male: 41%
 - Female: 57%

Ethnicity:

- Graduates
 - Caucasian: 60%
 - African-American: 43%
 - Other: 45%
- Freshmen
 - Caucasian: 54%
 - African-American: 47%
 - Other: 44%

Breakdown by Associated Course:

- LL-166: American Literature II
 - Freshmen: 40%
 - Graduates: 50%
- LL-151: Introduction to literature
 - Freshmen: 48%
 - Graduates: 52%
- LL-251: World Literature I & LL-252: World Literature II
 - Freshmen: 32%
 - Graduates: 47%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 52% |
| Athletic Training | 39% |
| Biology | 60% |
| Business Administration | 46% |
| Chemistry | 50% |
| Christian Ministries | 56% |
| Communication and Theatre Arts | 41% |
| Elementary Education | 47% |
| English | 73% |
| Exercise Science | 47% |
| History | 41% |
| Independent | 0 |
| Interdisciplinary | |
| Mathematics | 33% |
| Music | 0 |
| Music Education | 0 |
| Psychology | 48% |
| Religious and Philosophical Studies | 49% |

Literature Objective 3: Use basic vocabulary and techniques to discuss literature.

Courses associated with objective:

- LL-166: American Literature II
- LL-151: Introduction to Literature
- LL-251: World Literature I
- LL-252: World Literature II

Overall Scores by Class:

- Graduates: 64%
- Freshmen: 48%

Gender:

- Graduates
 - Male: 47%
 - Female: 52%
- Freshmen
 - Male: 41%
 - Female: 48%

Ethnicity:

- Graduates
 - Caucasian: 60%
 - African-American: 51%
 - Other: 49%
- Freshmen
 - Caucasian: 63%
 - African-American: 48%
 - Other: 52%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 41% |
| Athletic Training | 47% |
| Biology | 61% |
| Business Administration | 49% |
| Chemistry | 50% |
| Christian Ministries | 44% |
| Communication and Theatre Arts | 53% |
| Elementary Education | 54% |
| English | 86% |
| Exercise Science | 51% |
| History | 61% |
| Independent | 0 |
| Interdisciplinary | |
| Mathematics | 47% |
| Music | 0 |
| Music Education | 0 |
| Psychology | 60% |
| Religious and Philosophical Studies | 57% |

Breakdown by Associated Course:

- LL-166: American Literature II
 - Freshmen: 45%
 - Graduates: 57%
- LL-151: Introduction to literature
 - Freshmen: 51%
 - Graduates: 63%
- LL-251: World Literature I & LL-252: World Literature II
 - Freshmen: 48%
 - Graduates: 62%

Summary for Knowledge-Related Literature Objectives

Literature Objective 1: Know literary works from various cultures.

- Graduates answered questions related to this objective correctly only 51% of the time. However, the data indicates a 14% positive increase between first year and graduation year.
- Students performed the best on items associated with LL-166: American Literature II. Significant positive increases between first year and graduation year are recorded for items associated with the other three courses, but graduates still answered associated questions *incorrectly* over 50% of the time.

Literature Objective 2: Appreciate literature as a reflection of diverse cultures.

- Room exists for improvement. The most significant positive increases between testing years is associated with questions related to the World Literature courses, but graduates' scores leave much room for improvement, nonetheless.

Literature Objective 3: Use basic vocabulary and techniques to discuss literature.

- Data related to this objective is more positive. 64% of graduates answered associated questions correctly, and a 16-point percentage increase exists between first-year student scores and graduating student scores. All associated courses seem to be doing a much better job in promoting student learning related to this objective.

On items related to the Literature objectives, English majors scored noticeably higher than students from other majors.

Recommendations from Language and Literature Faculty

No data-driven recommendations pertaining to the knowledge-related literature objectives.

Religion

Objectives:

- Understand themes and contexts of the Bible.
- Understand the basic teachings of the Christian church.

Religion Objective 1: Understand themes and contexts of the Bible.

Courses associated with objective:

- TM-102: Introduction to Old Testament
- TM-103: Introduction to New Testament
- TM-266: Basic Christian Doctrine

Overall Scores by Class:

- Graduates: 56%
- Freshmen: 41%

Gender:

- Graduates
 - Male: 61%
 - Female: 58%
- Freshmen
 - Male: 40%
 - Female: 48%

Ethnicity:

- Graduates
 - Caucasian: 63%
 - African-American: 47%
 - Other: 53%
- Freshmen
 - Caucasian: 40%
 - African-American: 43%
 - Other: 39%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 44% |
| Athletic Training | 39% |
| Biology | 52% |
| Business Administration | 41% |
| Chemistry | 60% |
| Christian Ministries | 68% |
| Communication and Theatre Arts | 41% |
| Elementary Education | 43% |
| English | 51% |
| Exercise Science | 41% |
| History | 40% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 49% |
| Music | -- |
| Music Education | -- |
| Psychology | 52% |
| Religious and Philosophical Studies | 72% |

Breakdown by Associated Courses

- TM-102: Introduction to Old Testament
 - Freshmen: 40%
 - Graduates: 55%
- TM-103: Introduction to New Testament
 - Freshmen: 38%
 - Graduates: 59%
- TM-266: Basic Christian Doctrine
 - Freshmen: 42%
 - Graduates: 52%

Religion Objective 2: Understand the basic teachings of the Christian church.

Courses associated with objective:

- TM-102: Introduction to Old Testament
- TM-103: Introduction to New Testament
- TM-266: Basic Christian Doctrine

Overall Scores by Class:

- Graduates: 62%
- Freshmen: 47%

Gender:

- Graduates
 - Male: 51%
 - Female: 58%
- Freshmen
 - Male: 48%
 - Female: 52%

Ethnicity:

- Graduates
 - Caucasian: 61%
 - African-American: 47%
 - Other: 54%
- Freshmen
 - Caucasian: 51%
 - African-American: 41%
 - Other: 46%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 49% |
| Athletic Training | 51% |
| Biology | 70% |
| Business Administration | 48% |
| Chemistry | 75% |
| Christian Ministries | 60% |
| Communication and Theatre Arts | 51% |
| Elementary Education | 37% |
| English | 60% |
| Exercise Science | 50% |
| History | 40% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 60% |
| Music | -- |
| Music Education | -- |
| Psychology | 63% |
| Religious and Philosophical Studies | 77% |

Breakdown by Associated Courses:

- TM-102: Introduction to Old Testament
 - Freshmen: 49%
 - Graduates: 63%
- TM-103: Introduction to New Testament
 - Freshmen: 44%
 - Graduates: 62%
- TM-266: Basic Christian Doctrine
 - Freshmen: 42%
 - Graduates: 59%

Summary for Knowledge-Related Religion Objectives

Religion Objective 1: Understand themes and contexts of the Bible.

- Graduates answered questions related to this objective correctly 56% of the time. In light of the College’s mission, room for improvement exists. It should be noted, however, that a 15% positive increase exists between first year and graduation year.
- The most significant testing-year increase is related to TM-103: Introduction to New Testament. The least significant is related to TM-266: Basic Christian Doctrine.

Religion Objective 2: Understand the basic teachings of the Christian church.

- Data related to this objective is slightly more positive, and all associated courses seem to be doing a much better job of promoting student learning related to this objective.

On items related to Religion Objective #1, Theology and Christian Ministries majors scored noticeably higher than students from other majors.

On items related to Religion Objective #2, Theology majors scored noticeably higher than students from other majors. Christian Ministries majors, however, had the 5th highest percentage, behind Theology, Biology, Psychology, and Chemistry majors.

Recommendations from Religion Faculty

Reduce class sizes and add more faculty.

Philosophy

Objectives:

- Understand foundational philosophical thinkers.
- Use basic vocabulary and categories of philosophical thought to explore basic questions about life, knowing, and meaning.

Philosophy Objective 1: Understand foundational philosophical thinkers.

Courses associated with objective:

- TM-440: Philosophy for Faith and Life

Overall Scores by Class:

- Graduates: 51%
- Freshmen: 43%

Gender:

- Graduates
 - Male: 40%
 - Female: 53%
- Freshmen
 - Male: 38%
 - Female: 51%

Ethnicity:

- Graduates
 - Caucasian: 61%
 - African-American: 49%
 - Other: 44%
- Freshmen
 - Caucasian: 47%
 - African-American: 41%
 - Other: 41%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 50% |
| Athletic Training | 47% |
| Biology | 65% |
| Business Administration | 41% |
| Chemistry | 41% |
| Christian Ministries | 53% |
| Communication and Theatre Arts | 42% |
| Elementary Education | 48% |
| English | 60% |
| Exercise Science | 51% |
| History | 42% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 47% |
| Music | -- |
| Music Education | -- |
| Psychology | 60% |
| Religious and Philosophical Studies | 67% |

Philosophy Objective 2: Use basic vocabulary and categories of philosophical thought to explore basic questions about life, knowing, and meaning.

Courses associated with objective:

- TM-440: Philosophy for Faith and Life

Overall Scores by Class:

- Graduates: 51%
- Freshmen: 43%

Gender:

- Graduates
 - Male: 40%
 - Female: 53%
- Freshmen
 - Male: 38%
 - Female: 51%

Ethnicity:

- Graduates
 - Caucasian: 61%
 - African-American: 49%
 - Other: 44%
- Freshmen
 - Caucasian: 47%
 - African-American: 41%
 - Other: 41%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 50% |
| Athletic Training | 55% |
| Biology | 73% |
| Business Administration | 42% |
| Chemistry | 54% |
| Christian Ministries | 60% |
| Communication and Theatre Arts | 44% |
| Elementary Education | 40% |
| English | 62% |
| Exercise Science | 51% |
| History | 52% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 44% |
| Music | -- |
| Music Education | -- |
| Psychology | 51% |
| Religious and Philosophical Studies | 70% |

Summary for Knowledge-Related Philosophy Objectives

Philosophy Objective 1: Understand foundational philosophical thinkers.

- Room for significant improvement exists.

Philosophy Objective 2: Use basic vocabulary and categories of philosophical thought to explore basic questions about life, knowing, and meaning.

- Room for significant improvement exists.

On items related to Religion Objectives #1, Theology majors had the highest score of all majors. Christian Ministries majors had the 5th highest.

On items related to Religion Objectives #2, Theology majors had the 2nd highest score of all majors. Christian Ministries majors had the 4th highest.

Recommendations from Philosophy Faculty

Reduce class sizes and add more faculty.

History

Objective:

History Objective: Understand history and interaction of western and non-western cultures.

Courses associated with objective:

- HG-101: History of World Civilization I
- HG-102: History of World Civilization II
- HR-201: Non-Western Culture & History I
- HR-202: Non-Western Culture & History II

Overall Scores by Class:

- Graduates: 60%
- Freshmen: 51%

Gender:

- Graduates
 - Male: 61%
 - Female: 57%
- Freshmen
 - Male: 47%
 - Female: 52%

Ethnicity:

- Graduates
 - Caucasian: 60%
 - African-American: 47%
 - Other: 51%
- Freshmen
 - Caucasian: 52%
 - African-American: 42%
 - Other: 46%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|------|
| Art & Graphic Design | 44% |
| Athletic Training | 58% |
| Biology | 66% |
| Business Administration | 52% |
| Chemistry | 100% |
| Christian Ministries | 66% |
| Communication and Theatre Arts | 47% |
| Elementary Education | 43% |
| English | 62% |
| Exercise Science | 49% |
| History | 51% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 40% |
| Music | -- |
| Music Education | -- |
| Psychology | 40% |
| Religious and Philosophical Studies | 41% |

Summary for Knowledge-Related History Objective

History Objective: Understand history and interaction of western and non-western cultures.

- Graduates answered related items correctly 60% of the time, and a 9% positive increase exists between results for first-year students and graduates.

Students majoring in History had the 7th highest percentage of correctly answered questions related to the History objective.

Items related to HR-201 and HR-202 were not collected, so the data pertains only to HG-101 and HG-102.

Recommendations from History Faculty

No data-driven recommendations pertaining to the knowledge-related history objective.

Fine Arts

Objectives:

- Demonstrate knowledge of significant works, styles, and structures in the fine arts.
- Demonstrate knowledge of basic issues of fine art theory and aesthetics.
- Demonstrate knowledge of materials, processes, and methods of fine arts.
- Use terms, analysis, and criticism in response to experiencing works of art.

Fine Arts Objective 1: Demonstrate knowledge of significant works, styles, and structures in the fine arts.

Courses associated with objective:

- AR-105: Art Appreciation
- AR-211: Art History I
- AR-212: Art History II
- CT-105: Introduction to Theatre
- CT-230: Musical Theatre
- CT-351: Theatre History I
- CT-352: Theatre History II
- MU-100: Music Appreciation
- MU-354: Music History & Literature I
- MU-355: Music History & Literature II

Overall Scores by Class:

- Graduates: 72%
- Freshmen: 62%

Gender:

- Graduates
 - Male: 51%
 - Female: 74%
- Freshmen
 - Male: 44%
 - Female: 66%

Ethnicity:

- Graduates
 - Caucasian: 72%
 - African-American: 47%
 - Other: 53%
- Freshmen
 - Caucasian: 57%
 - African-American: 54%
 - Other: 57%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 60% |
| Athletic Training | 55% |
| Biology | 63% |
| Business Administration | 42% |
| Chemistry | 60% |
| Christian Ministries | 56% |
| Communication and Theatre Arts | 59% |
| Elementary Education | 43% |
| English | 59% |
| Exercise Science | 59% |
| History | 41% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 38% |
| Music | -- |
| Music Education | -- |
| Psychology | 41% |
| Religious and Philosophical Studies | 47% |

*Breakdown by Associated Courses**

- MU-100: Music Appreciation
 - Freshmen: 57%
 - Graduates: 72%
- CT-105: Introduction to Theatre
 - Freshmen: 71%
 - Graduates: 67%
- AR-105: Art Appreciation
 - Freshmen: 60%
 - Graduates: 72%

*MU-100, CT-105, and AR-105 are the only courses that spring 2009 graduates would have taken for GE credit. The other associated courses—AR-211, AR-212, CT-230, CT-351, CT-352, MU-354, and MU-355—were only recently approved as GE courses. Items were submitted for these courses, but they were not included on the 2008–2009 version of the exam because they were irrelevant for 2009 graduates.

Fine Arts Objective 2: Demonstrate knowledge of basic issues of fine art theory and aesthetics.

Courses associated with objective:

- AR-105: Art Appreciation
- AR-211: Art History I
- AR-212: Art History II
- CT-105: Introduction to Theatre
- CT-230: Musical Theatre
- CT-351: Theatre History I
- CT-352: Theatre History II
- MU-100: Music Appreciation
- MU-354: Music History & Literature I
- MU-355: Music History & Literature II

Overall Scores by Class:

- Graduates: 60%
- Freshmen: 51%

Gender:

- Graduates
 - Male: 47%
 - Female: 54%
- Freshmen
 - Male: 33%
 - Female: 53%

Ethnicity:

- Graduates
 - Caucasian: 60%
 - African-American: 58%
 - Other: 61%
- Freshmen
 - Caucasian: 57%
 - African-American: 55%
 - Other: 56%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 60% |
| Athletic Training | 50% |
| Biology | 57% |
| Business Administration | 51% |
| Chemistry | 52% |
| Christian Ministries | 41% |
| Communication and Theatre Arts | 61% |
| Elementary Education | 53% |
| English | 52% |
| Exercise Science | 44% |
| History | 47% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 40% |
| Music | -- |
| Music Education | -- |
| Psychology | 59% |
| Religious and Philosophical Studies | 58% |

*Breakdown by Associated Courses**

- MU-100: Music Appreciation
 - Freshmen: 40%
 - Graduates: 50%
- CT-105: Introduction to Theatre
 - Freshmen: 60%
 - Graduates: 45%
- AR-105: Art Appreciation
 - Freshmen: 55%
 - Graduates: 65%

*MU-100, CT-105, and AR-105 are the only courses that spring 2009 graduates would have taken for GE credit. The other associated courses—AR-211, AR-212, CT-230, CT-351, CT-352, MU-354, and MU-355—were only recently approved as GE courses. Items were submitted for these courses, but they were not included on the 2008–2009 version of the exam because they were irrelevant for 2009 graduates.

Fine Arts Objective 3: Demonstrate knowledge of materials, processes and methods of fine arts.

Courses associated with objective:

- AR-105: Art Appreciation
- AR-211: Art History I
- AR-212: Art History II
- CT-105: Introduction to Theatre
- CT-230: Musical Theatre
- CT-351: Theatre History I
- CT-352: Theatre History II
- MU-100: Music Appreciation
- MU-354: Music History & Literature I
- MU-355: Music History & Literature II

Overall Scores by Class:

- Graduates: 53%
- Freshmen: 49%

Gender:

- Graduates
 - Male: 43%
 - Female: 56%
- Freshmen
 - Male: 33%
 - Female: 53%

Ethnicity:

- Graduates
 - Caucasian: 66%
 - African-American: 53%
 - Other: 61%
- Freshmen
 - Caucasian: 58%
 - African-American: 41%
 - Other: 44%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 66% |
| Athletic Training | 40% |
| Biology | 63% |
| Business Administration | 48% |
| Chemistry | 48% |
| Christian Ministries | 40% |
| Communication and Theatre Arts | 59% |
| Elementary Education | 42% |
| English | 57% |
| Exercise Science | 35% |
| History | 44% |
| Independent Interdisciplinary | -- |
| Mathematics | 37% |
| Music | -- |
| Music Education | -- |
| Psychology | 44% |
| Religious and Philosophical Studies | 59% |

*Breakdown by Associated Courses**

- MU-100: Music Appreciation
 - Freshmen: 55%
 - Graduates: 50%
- CT-105: Introduction to Theatre
 - Freshmen: 50%
 - Graduates: 54%
- AR-105: Art Appreciation
 - Freshmen: 55%
 - Graduates: 60%

*MU-100, CT-105, and AR-105 are the only courses that spring 2009 graduates would have taken for GE credit. The other associated courses—AR-211, AR-212, CT-230, CT-351, CT-352, MU-354, and MU-355—were only recently approved as GE courses. Items were submitted for these courses, but they were not included on the 2008–2009 version of the exam because they were irrelevant for 2009 graduates.

Fine Arts Objective 4: Use terms, analysis, and criticism in response to experiencing works of art.

Courses associated with objective:

- AR-105: Art Appreciation
- AR-211: Art History I
- AR-212: Art History II
- CT-105: Introduction to Theatre
- CT-230: Musical Theatre
- CT-351: Theatre History I
- CT-352: Theatre History II
- MU-100: Music Appreciation
- MU-354: Music History & Literature I
- MU-355: Music History & Literature II

Overall Scores by Class:

- Graduates: 57%
- Freshmen: 51%

Gender:

- Graduates
 - Male: 48%
 - Female: 54%
- Freshmen
 - Male: 44%
 - Female: 53%

Ethnicity:

- Graduates
 - Caucasian: 59%
 - African-American: 41%
 - Other: 49%
- Freshmen
 - Caucasian: 40%
 - African-American: 35%
 - Other: 41%

Breakdown by Major for Graduates:

| | |
|-------------------------------------|-----|
| Art & Graphic Design | 60% |
| Athletic Training | 41% |
| Biology | 70% |
| Business Administration | 44% |
| Chemistry | 52% |
| Christian Ministries | 40% |
| Communication and Theatre Arts | 30% |
| Elementary Education | 47% |
| English | 41% |
| Exercise Science | 36% |
| History | 41% |
| Independent | -- |
| Interdisciplinary | |
| Mathematics | 59% |
| Music | -- |
| Music Education | -- |
| Psychology | 44% |
| Religious and Philosophical Studies | 63% |

*Breakdown by Associated Courses**

- MU-100: Music Appreciation
 - Freshmen: 44%
 - Graduates: 60%
- CT-105: Introduction to Theatre
 - Freshmen: 47%
 - Graduates: 53%
- AR-105: Art Appreciation
 - Freshmen: 56%
 - Graduates: 58%

*MU-100, CT-105, and AR-105 are the only courses that spring 2009 graduates would have taken for GE credit. The other associated courses—AR-211, AR-212, CT-230, CT-351, CT-352, MU-354, and MU-355—were only recently approved as GE courses. Items were submitted for these courses, but they were not included on the 2008–2009 version of the exam because they were irrelevant for 2009 graduates.

Summary for Knowledge-Related Fine Arts Objectives

Fine Arts Objective 1: Demonstrate knowledge of significant works, styles, and structures in the fine arts.

- In relativity to student performance related to other objectives in the entire knowledge-related set, the data from graduates is good.
- However, associated exam items from CT-105: Introduction to Theatre should be reviewed, as first-year students actually answered these items correctly more often than graduates did.
- Data for items associated with MU-100 and AR-105 indicates that these two courses promote student learning related to this objective.

Fine Arts Objective 2: Demonstrate knowledge of basic issues of fine art theory and aesthetics.

- Associated exam items from CT-105: Introduction to Theatre should be reviewed, as first-year students actually answered these items correctly more often than graduates did.
- In general, MU-100 and AR-105 indicate that these two courses promote student learning related to this objective. Percentage differences between first-year student data and graduate data is not as significant as it is for objective #1, however.

Fine Arts Objective 3: Demonstrate knowledge of materials, processes and methods of fine arts.

- Room exists for improvement in all courses, and associated exam items from MU-100: Music Appreciation should be reviewed, as first-year students actually answered these items correctly more often than graduates did.

Fine Arts Objective 4: Use terms, analysis, and criticism in response to experiencing works of art.

- Room exists for improvement, though data for items associated with MU-100 indicates that this course promotes student learning related to this objective.

Generally, students majoring in Art & Design and Communication and Theatre Arts scored

higher than students from other majors on items associated with the Fine Arts objectives.

Art & Design majors ranked 2nd, 1st, 1st, and 3rd in items associated with Fine Arts objectives 1, 2, 3, and 4, respectively.

Communication and Theatre Arts majors ranked 3rd, 1st, and 3rd in items associated with Fine Arts objectives 1, 2, and 3, respectively. It should be noted that Communication and Theatre Arts majored rank last in items associated with Fine Arts objective #4.

Biology majors scored very well on items associated with these objectives.

There were no Music or Music Education majors who graduated in spring 2009.

Recommendations from Fine Arts Faculty

None.

Maturing Christian Faith

The mission of Sterling College is to “develop creative and thoughtful leaders who understand a maturing Christian faith.” As one means of assessing the “maturing Christian faith” aspect of the mission, the Director of Institutional Assessment and the GE Chair worked with instructors of two required faith-related courses in the GE program to develop ten relevant items for the *Sterling College General Education Exam*. One instructor teaches an entry-level course; the other instructor teaches the “capstone” course of the GE curriculum.

In order to provide questions that would serve as measurements of “maturing Christian faith,” this ad hoc committee first needed to know how the College defined “faith.” Consequently, the questions were rooted in the fundamental concepts expressed within two institutional mission documents:

Our Faith

- We personally trust and collectively bear witness to the one, eternal God, revealed as Father, Son and Holy Spirit.
- We are redeemed from our sins by Christ’s life, death, and resurrection, and it is by God’s grace alone that we joyfully receive our salvation through a personal faith in Christ Jesus.
- God the Holy Spirit is active, providing us with God’s sustaining presence and power, and working sanctification in the faithful.
- We believe in the life of the world to come in which righteousness will dwell and God will reign forever.
- We accept the inspiration and authority of Scripture (both Old and New Testaments) which directs our daily living and illumines our minds, and we embrace the Church as the body of Christ and God’s witness of His love in the world.

Our Beliefs

- Jesus Christ alone is Lord of all and the way of salvation.
- Holy Scripture is God’s revealed Word and Christian believers’ only infallible rule of faith and life.
- Logically, then, all the ways in which we live will be in accordance with what the Bible teaches so that we may glorify God through Jesus Christ.
- We are committed to living and teaching a Christ-like lifestyle and attitude.

(In April 2009, the College’s Board of Trustees voted to combine these two documents into one document titled “Our Statement of Faith.”)

The ten items used to assess “maturing Christian faith” are listed below. The answer that the College would hope to see students choose is bolded. The item is followed by the percentages of the freshmen and senior classes who chose the “ideal” answer.

1. Jesus Christ
 - a. is a good role model for moral living
 - b. was a historical figure known for philosophical teaching, political activism, and religious reform
 - c. is both human and divine and provides the only bridge between God and man**
 - d. is a fabrication of the Church

Freshmen—60%

Graduates—87%

2. The Holy Spirit

- a. is a fictitious character created by the Church
- b. is an active part of the Trinity that transforms Christ-followers**
- c. was an active part of the early Church but is not active today
- d. is an indefinable, unexplainable force

Freshmen—75% Graduates—90%

3. The Bible (both Old and New Testaments) is

- a. God’s authority that directs our daily lives**
- b. a book of good moral teachings that is equal with other religious writings
- c. a mythological explanation of scientific events
- d. a historical book that has no relevance for today’s society

Freshmen—74% Graduates—87%

4. The Church is

- a. a benevolent organization that works within a local community
- b. an active part of Jesus on earth and a representation of God’s love in the world**
- c. an irrelevant organization out of touch with postmodern culture
- d. a social club filled with hypocrites

Freshmen—75% Graduates—82%

5. God is

- a. a primitive construct that evolved to explain concepts and events beyond our understanding and control
- b. the Creator of the universe who is not involved in our daily lives
- c. the judge of all people who is either powerless to stop or uncaring about world suffering
- d. our loving yet just Creator who desires an intimate relationship with us**

Freshmen—74% Graduates—87%

6. Life

- a. begins at birth and ends in death
- b. is an opportunity to be loving, kind, and good in order to earn eternity with God
- c. is an eternal cycle that sustains our planet for future generations
- d. is an opportunity to serve God, who gives us the gift of eternity through Christ**

Freshmen—73% Graduates—81%

7. Morality is

- a. a guilt-centered theory designed to create mindless social compliance
- b. a God-given set of boundaries that protects us and provides freedom**
- c. a law-based social construct created by the majority for the common good
- d. an individually created set of private spiritual beliefs that helps us self-govern

Freshmen—59%

Graduates—70%

8. A Christian worldview is

- a. what I believe—not necessarily what I do
- b. the mixing of philosophy and theology, which is wrong
- c. a way of understanding the world through God’s perspective as found in the Holy scriptures**
- d. something personal that varies from culture to culture and age to age

Freshmen—82%

Graduates—71%

9. The Christian lifestyle

- a. is simply the leading of a moral life
- b. is not important or needed in one’s life
- c. allows Jesus to influence every aspect of one’s life, including the decisions that a person makes**
- d. is part of one’s faith but does not necessarily impact a person’s career or recreational life

Freshmen—80%

Graduates—90%

Question 10 is worded slightly differently for freshmen than it is for seniors.

10. **(For Freshmen)** Of the following four statements, please choose the one that *best* articulates your expectations about Sterling College as a Christian institution.

- a. I expect my spiritual life to be nurtured in all courses and academic activities, through extra-curricular activities, and through student life.**
- b. I expect my spiritual life to be nurtured, but only through traditional means such as chapel services, prayer groups, Bible studies, etc.
- c. I believe that a college is an academic environment—not a church. I do not want Sterling College to try to nurture my spiritual life.
- d. I did not choose Sterling College because it is a faith-based institution. However, I understand it is a Christian college, and I accept that its Christian mission will affect my overall educational experience.

Freshmen—61%

10. **(For Seniors)** Of the following four statements, please choose the one that *best* articulates how Sterling College’s Christian mission has affected your overall educational experience.
- a. **My spiritual life has been nurtured in all or almost all courses and academic activities, through extra-curricular activities, and through student life.**
 - b. My spiritual life has been nurtured, but only through traditional means such as chapel services, prayer groups, Bible studies, etc.
 - c. My spiritual life has not been nurtured at Sterling College.
 - d. My lifestyle is *less* Christ-like than it was when I enrolled at the college.

Seniors—55%

Generally, the ten “maturing Christian faith” questions have provided data about which the College can be proud. As indicated by student responses to questions 1–7 and question 9 above, students generally embrace and demonstrate deeper understanding of biblical fundamentals after completing their Sterling College education. Of course, the data should be interpreted with some caution, as possible attitude and characteristic differences between the freshman and senior classes might affect the increase in percentages between entry and exit. More meaningful percentages will be available in three years, when answers from the freshmen of the 2008–2009 academic year are compared to their answers to the same questions when they are seniors.

The question for which the lowest percentage of graduates chose the College’s “ideal” answer was question #7, which asks students to choose a definition of morality. This suggests that the College can work harder to counter the secular notion, which many students experience before arriving at Sterling College, that morality is not an absolute, biblically-based concept.

Data from question #8, which asks students to define a Christian worldview, also raises concerns, for the percentage of freshmen who chose the College’s ideal answer was higher than the percentage of graduates who chose the ideal answer.

The answers to question #10, which addresses first-year students’ *expectations* about faith-and-learning and asks seniors to describe how faith and learning were or were not integrated during their time at the College, indicate that the College has work to do in integrating faith more intentionally across all disciplines. The results from one particular initiative to improve in this area will not be fully known for a few years. In spring 2008, faculty were asked to align program objectives for their majors with elements of the Sterling College mission statement. Each department has marked program objectives with a “CL” (Creative Leader), “TL” (Thoughtful Leader), “CTL” (Creative and Thoughtful Leader), or an “MCF” (Maturing Christian Faith).

INDIVIDUAL COURSE REVIEWS

At the end of the 2008–2009 academic year, faculty members submitted to their respective program chairs, for the first time, a course report for every course they taught during the year. Course reports were informed by two modes of input: 1) embedded assessments (the course assessments aligned with each course objective) and 2) end-of-course evaluations. Embedded assessments allow instructors to collect *direct* data about student learning, and end-of-course evaluations contain questions related to each course objective so that students can provide *indirect* data about how they feel each course fosters their ability to meet objectives. To help faculty adjust to this new assessment activity, the Director of Institutional Assessment

provided all faculty with a course report template and a sample course report. He also attended faculty meetings with both the School of Liberal Arts and Sciences and the School of Professional Studies to explain these documents.

Under the new assessment plan, one goal involved including general education outcomes on the syllabi for the courses in which those outcomes are addressed. This plan was not emphasized to faculty, however, and outcomes were not published on relevant syllabi during the 2008–2009 academic year. Moreover, due to oversight by the Director of Institutional Assessment, GE outcomes were not published on the end-of-course evaluations. Consequently, the instructors who teach those GE courses were not provided with indirect data from course evaluations, nor did they consider GE outcomes in their course reports.

This oversight has been corrected for the 2009–2010 academic year. The Director of Institutional Assessment has added GE outcomes to relevant course evaluations, and the GE Chair reminded faculty about this important step at the beginning of the academic year. Course reports submitted at the end of the 2009–2010 academic year will contain data about GE outcomes. Relevant course reports will be submitted by faculty or their department chairs to the GE Chair so that he can include course-report data in his fall 2010 analysis of the GE program.

NATIONAL STANDARDIZED TEST

Since fall 2000, the College has administered to students the College Basic Academic Subjects Examination (CBASE), a standardized test that assesses students' knowledge of English, math, science, and social studies. All seniors completed a writing sample and one subject area of the exam, which was randomly chosen for them. In fall 2004, the College began randomly choosing forty first-time, first-year students to also take the test, though first-year students did not provide a writing sample.

Through fall 2007, CBASE scores were used to assess student achievement *related to* Sterling College general education outcomes. Now that the College has internal methods of assessing those outcomes *directly*, however, national standardized test scores from content portions of the test will be used for comparative purposes only. The College will still use a standardized writing sample, though data from the sample will be used somewhat differently than it has been used in the past. Randomly-chosen freshmen and seniors will be asked to respond to an essay that is part of the MAPP (Measure of Academic Proficiency and Progress). Ideally, graduates' scores on the writing sample should improve over the years. This information has indeed been published since 2002. In the future, freshmen scores from the essay will be compared to graduates' scores to assess the degree to which writing skills improve after four years at Sterling College.

Figure 3 contains the percentile rankings of the spring 2009 graduates' scores on the CBASE. CBASE's sample size of 9,397 examinees includes students who completed all subjects of the exam (with or without the writing sample) between July 2008 and June 2009.

Figure 3: Spring 2009 Graduates' Percentile Rankings for CBASE

| Subject/Sub-score | Percentile Rank |
|------------------------|-----------------|
| Composite | 50 |
| English | 47 |
| Reading and Literature | 51 |
| Writing | 39 |
| Mathematics | 37 |
| General Mathematics | 47 |
| Algebra | 37 |
| Geometry | 42 |
| Science | 53 |
| Lab & Field Work | 59 |
| Fundamental Concepts | 51 |
| Social Studies | 58 |
| History | 54 |
| Social Sciences | 50 |

It must be noted that the 9,397 examinees in CBASE's sample size includes freshmen, sophomores, juniors, and seniors. The percentages of examinees by class are shown in Figure 4.

Figure 4: Percentages of CBASE Examinees by Year in School (National)

| | |
|------------|-----|
| Seniors | 20% |
| Juniors | 38% |
| Sophomores | 22% |
| Freshmen | 15% |
| Other | 4% |

Since the CBASE is used for a variety of purposes by different institutions, it is impossible to tell what percentage of the sophomores, juniors, and seniors from Figure 2 take the test as a summative assessment after completing a general education program. Moreover, Sterling College students have taken the test at the end of their senior year, but taking the CBASE as a summative GE assessment during the end of the sophomore year or in the junior year would likely improve scores, because students would have more recently encountered associated content in a course. Nonetheless, Sterling College students' percentile scores on the CBASE suggest that the institution can move toward developing a stronger academic profile.

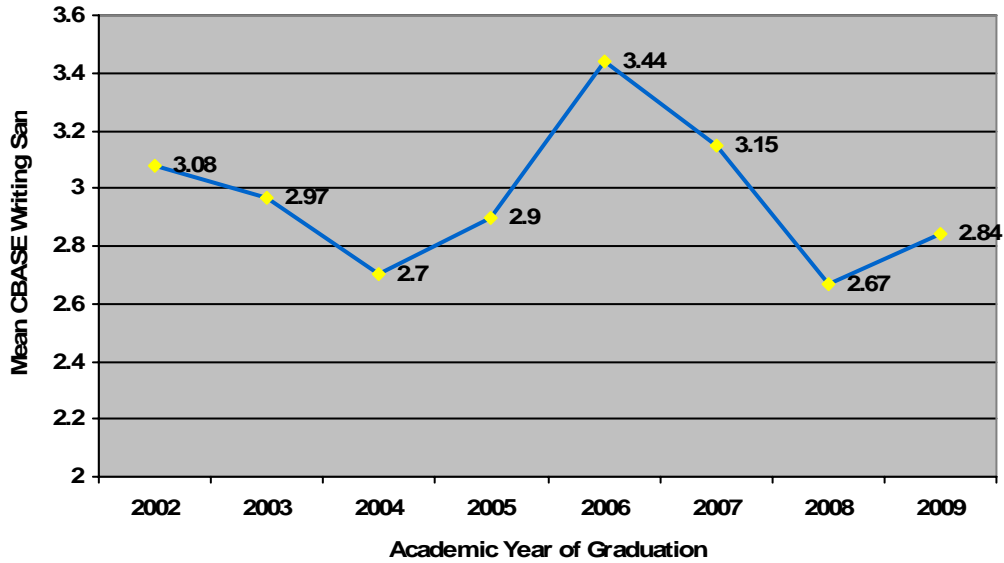
The CBASE also provides "skills" scores related to each major subject. CBASE documents skills-related data differently than it documents its main subject and sub-score data. For each skill, the College received a statement of the percentage of students who fell into each of three categories—high, medium, and low. A high score represents the top 16% of all scores; a medium score represents the middle 68%; and a low score represents the bottom 16%. Figure 5 contains the skills-related data from the CBASE.

Figure 5: CBASE Skills-Related Scores for Spring 2009 Graduates

| Subject and Cluster | Skill Name on CBASE | % Low | % Medium | % High |
|--|------------------------------------|--------------|-----------------|---------------|
| English— Reading and Literature | Reading critically | 50 | 33 | 17 |
| | Reading analytically | 23 | 50 | 27 |
| | Understanding literature | 27 | 47 | 27 |
| English— Writing | Writing as a process | 40 | 50 | 10 |
| | Conventions of Written English | 27 | 57 | 17 |
| Mathematics— General Mathematics | Practical Applications | 40 | 44 | 16 |
| | Properties and Notations | 20 | 56 | 24 |
| | Using Statistics | 16 | 48 | 36 |
| Mathematics— Algebra | Evaluating Expressions | 24 | 64 | 12 |
| | Equations and inequalities | 32 | 68 | 0 |
| Mathematics— Geometry | 2- & 3- dimensional figures | 20 | 76 | 4 |
| | Geometrical calculations | 20 | 80 | 0 |
| Science— Laboratory and Field Work | Observation/experimental design | 28 | 52 | 20 |
| | Laboratory/field techniques | 32 | 48 | 20 |
| | Interpreting results | 28 | 64 | 8 |
| Science— Fundamental Concepts | Life sciences | 28 | 52 | 20 |
| | Physical sciences | 32 | 36 | 32 |
| Social Studies— History | Significance of world events | 4 | 74 | 22 |
| | Significance of U.S. events | 30 | 65 | 4 |
| Social Studies— Social Sciences | Geography | 17 | 70 | 13 |
| | Political/economic structures | 13 | 74 | 13 |
| | Social science procedures | 26 | 57 | 17 |

CBASE writing samples are scored on a scale from 0 to 6, with 6 being exemplary. The majority of Sterling College students score 3 on the CBASE writing sample. Figure 6 demonstrates the writing sample score average by students' graduation year.

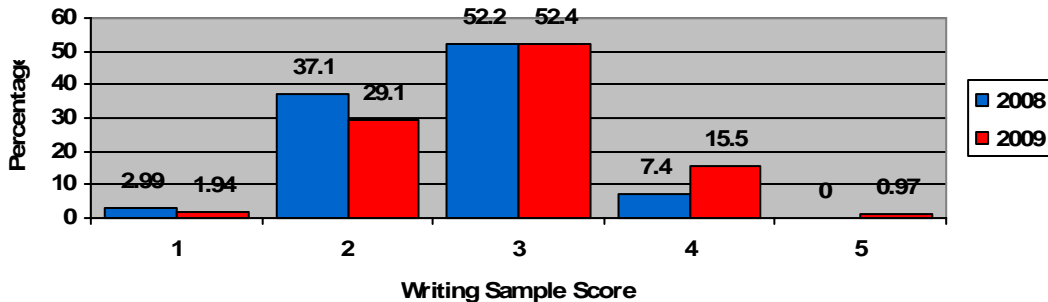
Figure 6: Mean CBASE Writing Sample Score by Students' Graduation Year



Sterling College students can certainly improve their writing ability, and the College has made strides toward fostering that improvement. Remedial writing courses were added in fall 2007, and students who score poorly on a writing placement test must now pass a remedial writing course before they can enroll in LL101: English Composition I. Data from 2011 graduates will be the first set of data in which the addition of the remedial-writing instruction initiative can be considered.

While writing sample scores have decreased since 2006—even below historical points in 2008 and 2009—Figure 7 contains some positive data. From 2008–2009, the percentage of students scoring a 2 has decreased, while the percentage of students scoring a 4 has steadily increased.

Figure 7: Percentage of Students Scoring 1–5 on CBASE Writing Sample, 2008–2009



Additional Findings and Recommendations Regarding Assessment of the General Education Curriculum

FINDINGS ABOUT GENDER

Females performed far better on the *Sterling College General Education Exam* than males did. For the graduate group of examinees, the data indicates that females outscored males on items associated with 16 of the 18 knowledge-related objectives. The two sets of items for which males scored better were related to the following objectives:

- **Religion Objective 1: Understand themes and contexts of the Bible.**
- **History Objective: Understand history and interaction of western and non-western cultures.**

Male graduates did not perform better in these areas by significant margins, however. For Religion objective #1, the difference was 3 percentage points. This was also the objective for which the least performance discrepancy existed between males and females. The performance discrepancy between males and females was only 4 percentage points on items related to the History objective.

The most significant gender discrepancy was apparent on items associated with **Fine Arts objective #1: Demonstrate knowledge of significant works, styles, and structures in the fine arts.** Female graduates outscored male graduates by 23% on items associated with this objective. By content group, the greatest discrepancies were apparent for items related to Science, Philosophy, and Fine Arts objectives. Females performed far better in these areas.

For the freshmen group of examinees, females performed better in every area. The most significant difference occurred on items related to **Fine Arts objective #1: Demonstrate knowledge of significant works, styles, and structures in the fine arts.** Females outscored males by 22% on items associated with this objective. The least significant difference occurred on items associated with **Religion Objective 2: Understand the basic teachings of the Christian church.** Only a 4% difference existed on items associated with this objective.

FINDINGS ABOUT ETHNICITY

For the graduate group of examinees, Caucasians performed better in every area.

For the freshmen group of examinees, minority students performed better than Caucasian students or as good as Caucasian students on items associated with three objectives:

- **Religion Objective 1: Understand themes and contexts of the Bible.**
- **Fine Arts objective #1: Demonstrate knowledge of significant works, styles, and structures in the fine arts.**
- **Fine Arts Objective 4: Use terms, analysis, and criticism in response to experiencing works of art.**

GENERAL FINDINGS ABOUT KNOWLEDGE-RELATED OBJECTIVES

Exam items associated with all but two courses indicate that GE courses are indeed promoting student learning. However, overall scores could be better in almost every area. Taken together, these two facts raise an important question: If positive increases between first year and graduation year exist for almost

every course, why aren't scores higher? The Director of Institutional Assessment and the GE Chair feel there are three possible reasons:

1. For graduates, many objectives were associated with courses *after* graduates completed those courses. In other words, while many of the objectives were associated with certain courses because faculty felt those courses were already addressing the GE objectives, promoting and assessing student learning related to those objectives was not *intentional*, in many cases, until the spring 2008 GE revision, and many graduates completed those courses before spring 2008.
2. Some items do not conform to best practices for item writing (distracters were too easily identifiable as distracters, correct answers were noticeably longer or shorter than distracters, etc.).
3. Examinee motivation is poor because the exam is too long.

GENERAL RECOMMENDATIONS

1. Shorten the *Sterling College General Education Exam*.

In fall 2008, the GE Chair worked with faculty and the Institutional Assessment Committee to create the *Sterling College General Education Exam*. The GE Chair solicited 2–4 multiple-choice questions for every course that is linked to a GE objective.

On the exam, each item is identified by the course with which it is associated. Consequently, seniors are asked to answer only the items related to courses they took *at Sterling College*. First-year students, on the other hand, are asked to answer every question. Given additional questions about student demographics and “maturing Christian faith,” the exam is incredibly long for first-year students. Because of length, motivation is poor. Moreover, length prevents the exam from being completed in a single class period.

The Institutional Assessment Committee is proposing that the exam be shortened considerably by dividing it into three versions. Version 1 would contain questions related to the GE “Knowledge Objectives” as stated in the GE Final Report from spring 2008. Version 2 would address “Skills Objectives” from the GE Final Report, and version 3 would address “Responsibility Objectives” and “Integrative Learning Objectives” from the GE Final Report. Each student would complete only one version of the exam. The Institutional Assessment Committee agrees that a longitudinal study is neither necessary nor practical for the assessment of the general education curriculum. Essentially, the Committee wants to compare first-year students’ scores with seniors’ scores as groups.

The Committee is also proposing that the GE Chair work with faculty members to create 2–3 questions, per objective, that can serve as legitimate assessments of a student’s ability to meet an objective regardless of the course in which the student encounters the objective. In other words, the Institutional Assessment Committee would like to solicit exam questions that are objective specific rather than course specific.

2. Decrease the number of General Education objectives.

With a total of 49 objectives in the GE curriculum, assessment of the GE program is awkward and somewhat unwieldy. Some objectives can possibly be combined.

3. Revise objectives to reflect behavioral language and include measurable verbs.

Verbs such as “appreciate,” and verb phrases such as “think about their thinking,” are difficult to measure. The verb “experience,” which is a part of a Responsibility objective, assumes the measurement is of course activity rather than student learning.

4. Improve the process of including GE objectives on course syllabi.

The Director of Institutional Assessment and the GE chair should continue to work with faculty and associate deans to ensure that GE objectives are included on syllabi for courses that meet GE requirements. Doing so will help streamline the preparation of end-of-course evaluations, which allow faculty to collect indirect data about GE outcomes.

5. Sports Management should be listed as a major in the Demographics section of the *Sterling College General Education Exam*.

Academic Programs

Starting at the end of the 2008–2009 year, program chairs were asked to begin a process of reviewing one-third of their program objectives each year. Given that comprehensive program reviews are scheduled for each program every six years, this approach allows departments to thoughtfully review each program objective two times per program-review cycle. Each year faculty chairs will submit a report in which they evaluate students' ability to meet the chosen **one-third** of objectives based on the following modes of input:

- Capstone projects/creative products
- End-of-program exams created by each department
- Course reports from faculty in their respective departments
- National field tests (These tests will be used primarily for comparative data, though chairs may consider test subscores in relation to program objectives if subscore content is closely associated with program objectives.)

Capstone Projects and End-of-Program Exams

The most direct assessment measures are the capstone projects/creative products and the end-of-program exams created by each department. Creative products and capstone assignments are skill-based assignments completed by seniors. These assignments were implemented under the previous assessment plan and are intended to provide a holistic picture of the skills students have learned throughout any given program. At the beginning of the 2008–2009 academic year, the Director of Institutional Assessment informed program chairs that these assignments should contain elements that address all programmatic objectives. He advised chairs to review these assignments at the end of the year and add elements if necessary.

Unlike national field tests, which assess knowledge and skills that are common to an academic discipline, the end-of-program exam is intended to assess program objectives that are specific to a major *at Sterling College*. Like capstone assignments, end-of-program exams should provide data about every stated objective within the program.

Under the current assessment plan, end-of-program exams should also provide indirect data about program objectives. That is, the exams should contain questions similar to those on end-of-course evaluations—questions that allow students to indicate the degree to which they feel equipped to meet each stated program objective. During the 2008–2009 year, the Director of Institutional Assessment did not clearly communicate the need to include such items on the exam. Consequently, not all programs included these items during the first year. The Director of Institutional Assessment will rectify the problem during the 2009–2010 year.

Course Reports

The individual course reports completed by each faculty member inform the program chairs' reports. While chairs are asked to collect all course reports each year, they review only the reports related to the one-third of the program objectives they have chosen to assess. The curriculum alignment matrix allows them to determine which course reports they need.

In each course report, faculty are asked to provide the following information:

- Course title
- Instructor

- Course objectives, including any general education objectives aligned with the course
- Review of previous changes
- Update on previous changes
- Report of data based on embedded assessments and end-of-course evaluations
- Evaluation of data based on embedded assessments and end-of-course evaluations
- Proposed changes to the course
- Timeline for changes

National Field Tests

Under the previous assessment plan, Major Field Tests, created by the Educational Testing Service, began to be used as assessments in ten academic programs. While these tests do not necessarily provide data about program objectives that are unique to academic programs *at Sterling College*, they do provide valuable data about Sterling College students' abilities to demonstrate knowledge and skills that are common to academic disciplines across the country. Moreover, results from these tests provide the College and its academic units with information about how Sterling College students compare to students in the same major(s) at other institutions. Of course, many of the program objectives at Sterling *are* similar to objectives at other institutions, so Major Field Tests may serve as a valuable and additional measure of student performance related to some Sterling College program objectives.

Because some academic programs are drastically different from institution to institution, Major Field Tests do not exist for every Sterling College major. For example, the Educational Testing Service does not offer a comprehensive test in Theology and Ministry. These departments therefore have one fewer assessment measure contributing to their data pool.

Other Assessment Considerations in Academic Programs

Just as all faculty are provided with a course report template, program chairs are provided with a program report template for their annual report over one-third of their program objectives. When writing their reports, program chairs are asked to review their curriculum alignment matrices and comment on any reviewed objectives that align with elements of the Sterling College mission. Annual review of alignment matrices is important because course changes made over time can affect the degree to which certain courses complement aspects of the mission. This review helps ensure mission fulfillment in academic programs.

The remainder of this section contains the program reports submitted by department chairs. Reports are listed in alphabetical order by school. Some reports have been slightly edited because of privacy and confidentiality issues.

ASSESSMENT OF PROGRAM OBJECTIVES IN THE SCHOOL OF LIBERAL ARTS AND SCIENCES

Art and Design

Program Objectives

Goal 1 – Having completed the Art & Design Curriculum, students will be able to use their skills and knowledge to effectively create and critically analyze creative works of art.

- Objective 1 – Students will demonstrate the ability to create well-designed and aesthetically pleasing works of art with various media. (SKILL)
- Objective 2 – Students will demonstrate the ability to critically analyze works of art. (VALUE)
- Objective 3 – Students will understand foundational art concepts. (KNOWLEDGE)

Goal 2 – Having completed the Art & Design Curriculum, students will be able to use their skills and knowledge to communicate effectively in creative environments.

- Objective 1 – Students will demonstrate the ability to communicate verbally, non-verbally and through the written word. (SKILL)
- Objective 2 – Students will demonstrate the ability to communicate effectively through works of art. (SKILL)
- Objective 3 – Students will understand how art communicates to the world. (KNOWLEDGE)

Goal 3 – Having completed the Art & Design Curriculum, students will be able to apply Biblical principles to art situations.

- Objective 1 – Students will understand foundational art related Biblical concepts. (KNOWLEDGE)
- Objective 2 – Students will demonstrate the ability to evaluate art through a Biblical world view. (VALUE)
- Objective 3 – Students will demonstrate the ability to apply Biblical concepts to art situations. (SKILL)

Program Objectives Reviewed

- Objective 1 – Students will demonstrate the ability to create well-designed and aesthetically pleasing works of art with various media. (SKILL)
- Objective 2 – Students will demonstrate the ability to critically analyze works of art. (VALUE)
- Objective 3 – Students will understand foundational art concepts. (KNOWLEDGE)

Review of Previous Changes

No changes indicated in previous reports; however, a curriculum change was needed and implemented in fall 08.

Update on Previous Changes

There was a complete overhaul of the art department core class requirements. The change was first implemented during the fall 08 semester, but the effects of the change cannot be analyzed until those students under the new curriculum complete their senior year.

A new faculty member has been added this year. Dave Harmon teaches Art History, Painting, Drawing and Photography.

Summary of Alignment Matrices Review

Some modifications to the Introduced, Practiced, and Demonstrated aspects of the matrix were made. Beginning courses both introduce objectives and provide practice, and some of the advanced courses both provide practice and opportunity for demonstration. Review also found that some of the courses were illogically linked to certain objectives. The necessary adjustments have been made to the Alignment Matrices.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

There were four graduating seniors spring 08 and five graduating seniors for the 08-09 year.

Objective 1 – There were two students who did not do well meeting this objective. Overall, though, there was significant improvement in the creative product from prior years. The students' abilities to create well-designed and aesthetically pleasing works of art was met.

Objective 2 – The End-of-Program exam shows that the graduating seniors are demonstrating the ability to critically analyze works of art.

Objective 3 – The MFT scores showed that all students scored significantly better this year than previous years on the Design section of the exam. However, two students scored low in the History and Studio Art sections, and this brought the overall scores down. The scores of the other students are in line with previous years.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

I believe that the higher scores on the Design section of the MFT are a result of the instruction given by the instructor that was hired in fall 06. The History and Studio Art scores appear to be skewed due to lower scores from two students. More data will need to be gathered before changes are suggested.

The two students who did not do well in meeting Objective 1 were products of the previous curriculum, which did not enforce a higher quality end product.

Major changes were made in the Art & Design curriculum to address the former shortfalls of the Art Department. These changes were implemented in the fall 2008 semester. The major changes of the new curriculum are:

- More studio classes required for each major
- Aesthetics changed from an elective to a requirement
- Defined pre-requisites to ensure that students get the basic instruction in foundational art concepts before moving on to higher level courses

I believe these changes will have a significant impact on helping students meet the core objectives.

In addition to the new curriculum, higher standards are also being implemented in each course and will impact the objectives accordingly:

- Objective 1 – Each of the faculty have committed to a standard that is well above what was required in previous years in regard to what is considered acceptable artwork. This is an overall effort to help students meet the objective of being able to create well-designed and aesthetically pleasing art.
- Objective 2 - Each of the studio courses now requires regular formal critiques beginning in the freshman year. By the time the students complete the four-year program, they will have substantial experience in analyzing and critiquing work.
- Objective 3 – Understanding the foundational art concepts is key to creating well-designed works of art. More core classes have been added as requirements. These core classes focus on the foundational art concepts.

Since the new requirements were not mandatory for juniors and seniors of 2008 through 2010, the full effects of the new curriculum cannot be fully analyzed until students who have completed the four-year study can be evaluated, which should be around 2012. However, significant improvements have already been realized with the new focus of the current faculty.

Proposed Changes Based on Assessment Data

One change I'd like to incorporate is to implement an annual juried student show for which students submit works that are judged and the winners are awarded scholarships. This would provide students an annual opportunity to create works for competition and should encourage quality in their finished works.

Timeline for Changes

Juried student shows might be a reality by fall 2010, depending on the quality and quantity of students in the Art & Design department.

Biology**Program Objectives**

1. Students will acquire knowledge of the basic content of the biological sciences.
2. Students will acquire knowledge of the basic content of courses in math, physics, and chemistry and integrate relevant concepts from these disciplines into their understanding of concepts in the biological sciences.
3. Students will demonstrate the ability to think critically to solve problems in the biological sciences and supporting fields.
4. Students will demonstrate the ability to use the scientific method as a means of solving problems through research.
5. Students will demonstrate effective written and oral communication of biological concepts.
6. Students will demonstrate personal integrity and uphold professional ethical standards.
7. Students will explore how biological concepts can be understood and applied from a Christian world-view.
8. Students will engage in service activities designed to foster servant leadership while using discipline-related skills and knowledge in service to the campus, community, and/or region.

Program Objectives Reviewed

1. Students will acquire knowledge of the basic content of the biological sciences.
4. Students will demonstrate the ability to use the scientific method as a means of solving problems through research.

Review of Previous Changes

No review. It is our first time to have these program objectives for the department.

Update on Previous Changes

No update.

Summary of Alignment Matrices Review

Alignment Matrices were reviewed and no changes were made.

Review of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

Five biology students graduated in 2009.

Objective 1. Students will acquire knowledge of the basic content of the biological sciences.

(1) Capstone / Creative Product

Senior students were required to complete a capstone project as part of the Senior Seminar I (BI498) and Senior Seminar II (BI499) coursework. All students were required to design a research proposal and present a scientific presentation. Students were able to choose any topic within the area of biological science. All students enrolled in Senior Seminar successfully completed the capstone project.

Student progress on meeting program objective #1 was evident from the results of the capstone project. Each student completing the project was successful in acquiring information related to the chosen topic and synthesizing the information in the form of a scientific presentation. The quality of the scientific information included in student presentations was consistently high and students were well prepared to address questions related to the topic. Relatively high student scores on peer and instructor evaluations of this project substantiated the learning achieved.

(2) End-of-program exam assessment

a. Indirect Assessment

Senior biology students were asked the following survey question to indirectly assess program objective #1.

“Through my learning experiences as part of the Sterling College Natural Sciences Department, I have acquired knowledge of the basic content of the biological sciences.”

- A. Strongly Agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly Disagree

The most frequent response to the question was “Agree”, with 67% of respondents giving this answer (Figure 8).

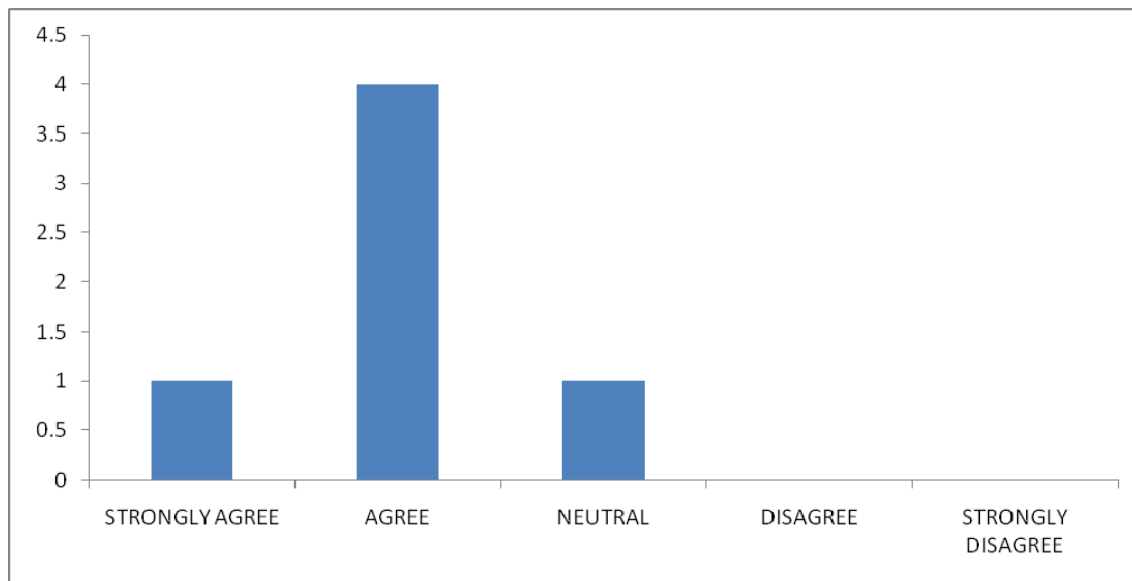


Fig. 8. Responses of senior biology students ($n = 6$) to the question: “Through my learning experiences as part of the Sterling College Natural Sciences Department, I have acquired knowledge of the basic content of the biological sciences.”

- b. Direct Assessment: Senior biology students were given an exit examination as a component of the Senior Seminar II (BI498) course. On the exit examination students were asked to name fundamental biological concepts that they had learned through coursework in the biology program. In response to this question, students were successful in identifying the following major concepts:

- i. Scientific method as a means of acquiring knowledge
- ii. Homeostasis in biological systems
- iii. Taxonomic classification of organisms based on relatedness

Students were not uniformly successful in identifying additional major concepts that were consistent between courses and within the discipline.

c. Major Field Test results

Results from the Major Field Test (MFT) for spring 2008, fall 2008, and spring 2009 were compiled. Samples were pooled due to low overall sample size ($n = 7$). Overall student scores were relatively low on the Major Field Test, and subject area scores were also consistently low (Figure 9). However, 2008-2009 student scores were higher than cumulative mean scores for data through 2007. Scores were consistent across subdisciplines (Figure 9).

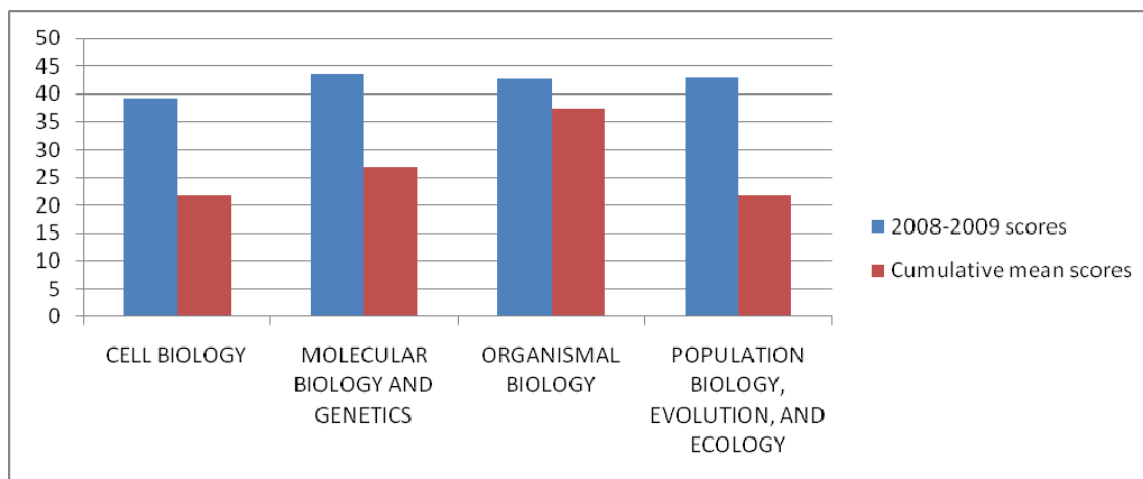


Fig. 9. Average major field test subscores in cell biology, molecular biology and genetics, organismal biology, and population biology, evolution, and ecology. Maximum score = 100, minimum score = 20. Cumulative mean scores include data through 2007.

(3) Course Reports from Faculty in the department

Courses offered in the biology department (BI100, BI101/L, BI110/L, BI125/L, BI170/L, BI263/L, BI280/L, BI320/L, BI360/L, BI370, BI498, BI499) provide effective knowledge of the basic content of the biological sciences. Based on end-of-course evaluations, tests and assignments, many courses were evaluated to “adequately equip” or “more than average equip” for course objectives related to this program objective.

Objective 4. Students will demonstrate the ability to use the scientific method as a means of solving problems through research.

(1) Capstone / Creative Product

Senior students were required to complete a capstone project as part of the Senior Seminar I (BI498) and Senior Seminar II (BI499) coursework. All students were required to design a

research proposal. Students were able to choose any topic within the area of biological science. All students enrolled in Senior Seminar successfully completed the capstone project.

Students were relatively successful in designing a research project based on the scientific method. Students could improve on experimental design and proposed methods of statistical analysis when developing a research project. Students were consistently able to develop a testable hypothesis related to a scientific topic.

(2) End-of-Program Exam Assessment

a. Indirect assessment

Students were asked the following survey question to indirectly assess program objective #4.

“Through my learning experiences as part of the Sterling College Natural Sciences Department, I have demonstrated the ability to use the scientific method as a means of solving problems through research.”

- A. Strongly Agree
- B. Agree
- C. Neutral
- D. Disagree
- E. Strongly Disagree

All students indicated agreement or strong agreement with this statement (Figure 10).

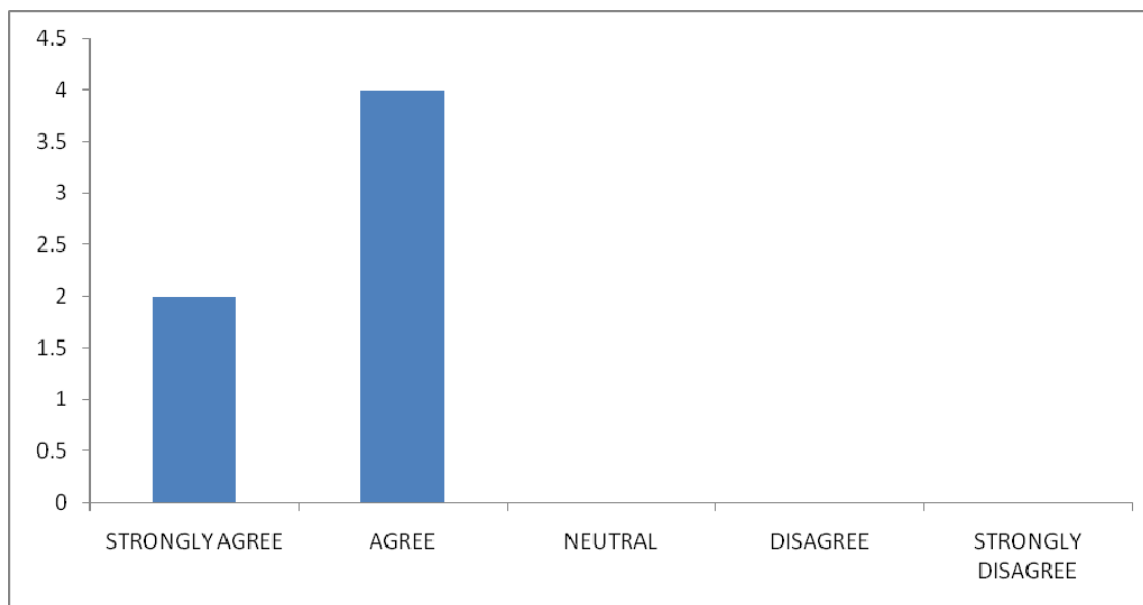


Fig. 10. Responses of senior biology students ($n = 6$) to the question: “Through my learning experiences as part of the Sterling College Natural Sciences Department, I have demonstrated the ability to use the scientific method as a means of solving problems through research.”

b. Direct assessment

Senior biology students were given an exit examination as a component of the Senior Seminar II (BI498) course. The following question on that examination was designed to assess student performance on program objective #4: “The scientific method is a process of acquiring knowledge. What is a possible scenario in which you have used (or could use) the scientific method to solve a problem? What are the steps that you follow when using this method?”

Completed exit exams from students ($n = 5$) indicated that the majority of students could give an appropriate example of using the scientific method as part of laboratory course experiences in the biology program. Examples mentioned of courses in which the scientific method was used included Botany, Senior Seminar, and an out-of-classroom example. Students were uniformly successful in identifying that the scientific method is based on testing a hypothesis and drawing conclusions. Students were not consistently able to determine that an observation was the first step of the scientific method and that this step is necessary before a hypothesis can be formed. Students were also unclear in articulating the distinction between the steps of the scientific method and the parts of a scientific article (Introduction, Methods, Results, Conclusions).

(3) Course Reports from Faculty in the Department

Many of our biology courses have included labs, e.g. Principles of Biology, Human Anatomy and Physiology, Environmental Sciences, Zoology, Comparative Anatomy, Genetics, Human Physiology, Botany, Cell Molecular and Developmental Biology, Internship in Biology, and Biological Research. In each of the labs, the scientific method was explained and practiced with a variety of subjects and objectives. Students’ performance on this objective was above average. Raw data collection and analysis were strongly emphasized in Principles of Biology (BI 110/L), Zoology (BI170/L), Genetics (BI263/L), Ecology (BI360/L) and Biological Research (BI441). Designing experiments on environmental issues was a part of Environmental Science (BI125/L). Senior seminar I and II (BI 498 and BI499) highlighted the application of the whole scientific method process from each student. Each student was able to demonstrate the design of his or her own research proposal and completion of projects by reports and presentation before graduation.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

1. Students will acquire knowledge of the basic content of the biological sciences

This program objective aligns with the “Thoughtful Leader” aspect of the Sterling College Mission Statement.

Results from our capstone project and end-of-program exam indicated that students generally met this objective. All courses taught in the department are designed to provide students with knowledge needed to meet this objective. Course sequencing and content does not appear to be a problem.

For this objective, Major Field Test scores were relatively low in relation to other students outside the institution. However, when compared to the cumulative mean of field test scores in the department (through 2007), the current scores were slightly higher in most subscore subject areas. This provides some evidence of improvement towards meeting this objective, although the small year-to-year sample size precludes rigorous quantification of trends for this objective.

4. *Students will demonstrate the ability to use the scientific method as a means of solving problems through research.*

This program objective aligns with the “Thoughtful Leader” aspect of the Sterling College Mission Statement.

End-of-program exams, capstone projects, and course reports generally indicated that students were able to satisfactorily meet this program objective. The courses in the biology department include laboratory experiences in which students are taught to apply the scientific method. Repeated opportunities to design scientific experiments through laboratory experiences is one reason we believe that students are exhibiting strong performance on meeting this program objective.

Proposed Changes Based on Assessment Data

Program Objective #1:

1. *Students will acquire knowledge of the basic content of the biological sciences*

We believe that the content taught in the current set of biology courses should be sufficient to prepare students to meet this objective. To continue to improve Major Field Test scores, we believe that students should be given the opportunity to synthesize knowledge gained throughout a course in the form of a cumulative exam. This technique will allow students to better synthesize, retain, and reinforce knowledge of the basic content of the biological sciences gained throughout each course. Proposed changes based on assessment data include increasing the number of courses that use a cumulative final exam (or capstone project) as part of the course assessment process.

Program Objective #4:

4. *Students will demonstrate the ability to use the scientific method as a means of solving problems through research.*

We believe that the course structure and content is currently adequate for students to meet this objective and that no additional changes are proposed at this time.

Timeline for Changes

Program Objective #1: Proposed changes will be implemented for courses taught during the 2009-2010 academic year.

Program Objective #4: No proposed changes.

Chemistry

Program Objectives

1. To develop in the student the understanding of the core theories, laws, principles, and concepts concerning the structure, composition, and behavior of matter.
2. To develop in the student an understanding of the nature of inquiry and the ability necessary to do scientific inquiry.
3. To develop in the student the ability to perform standard laboratory operations.
4. To develop in the student the ability to understand and perform the mathematical operations pertinent to the study of chemistry.

5. To develop in the student the ability to correctly name compounds and to determine the structures and/or formulas of compounds from their names.
6. To cultivate a strong commitment to a high standard of ethical conduct and professional excellence guided by basic Christian principles.
7. To develop in the student the ability to effectively communicate verbally and in writing in scientific circles.

Program Objectives Reviewed

1. To develop in the student the understanding of the core theories, laws, principles, and concepts concerning the structure, composition, and behavior of matter.
3. To develop in the student the ability to perform standard laboratory operations.
4. To develop in the student the ability to understand and perform the mathematical operations pertinent to the study of chemistry.

Review of Previous Changes

No changes.

Update on Previous Changes

No changes.

Summary of Alignment Matrices Review

No changes.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

Since there were no graduating Chemistry majors for the 2008–2009 academic year, this part of the report is just based on student and instructor responses to the course objectives for the five chemistry courses that were taught during the 2008–2009 academic year.

There were 64% of the course objectives for the five courses that were directly related to **program objective 1** (specifically, course objectives 3, 4, 5, & 6 for CH 110, course objectives 3, 4, 5, & 6 for CH 151, course objectives 1, 2, 3, 4, 5, 6, 7, & 8 for CH152, course objectives 2, 3, 4, & 5 for CH 261, and course objectives 2, 3, 4, 5, & 6 for CH 262). The average student rating overall for meeting the course objectives directly related to program objective 1 was 1.65 (where 1 is the highest possible score and 5 is the lowest possible score). None of the student rating averages for any of these course objectives was less than 2.3. In the instructor's judgment, the student achievement was above average on sixteen of the pertinent course objectives and average for the remaining nine of the pertinent course objectives. Program objective 1 ties into the "leader" part of the college mission statement in that to be a leader in any field one has to truly understand the fundamentals of that field, and that is essentially what program objective 1 is about.

The course objectives directly pertinent to **program objective 3** were course objective 8 for CH151, course objective 11 for CH152, course objective 6 for CH 261, and course objective 7 for CH 262. The average student rating overall for meeting this course (and program) objective was 1.5 (where 1 is the highest possible score and 5 is the lowest possible score). In the instructor's judgment, the overall student performance for this objective was above average, and for no course was the average student performance less than average. Program objective 2 ties into the "leader" part of the college mission statement in that

to be a leader in any field one has to truly understand how to do standard operations in that field, and that is what program objective 2 is about.

The course objectives directly pertinent to program **objective 4** were course objective 7 for CH110, course objective 7 for CH151, and course objective 10 for CH152. The consistent rating for this objective in all three courses was 2 (where 1 is the highest possible score and 5 is the lowest possible score). In the instructor's judgment, the overall student performance for this objective was above average and was not below average for any course. Program objective 3 ties into the "leader" part of the college mission statement in that to be a leader in any field one has to truly understand how to do standard operations in that field, and that is what program objective 3 is about.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

All three program objectives are being satisfactorily met as indicated by the comments in the "Review" section above.

Proposed Changes Based on Assessment Data

None.

Timeline for Changes

None.

Christian Ministries

Program Objectives

Goal 1: Students should understand the literary content, historical development and theological significance of the Old and New Testament scriptures with the view to understand and apply them to their lives.

- Objective 1: Students will understand the teaching and genres of Old Testament literature. (KNOWLEDGE, SKILL)
- Objective 2: Students will understand the teaching and genres of New Testament literature. (KNOWLEDGE, SKILL)

Goal 2: Students should create and apply a theological framework for practical theology in the fields of worship, youth, missions and Christian education.

- Objective 1: Students will understand the nature of Christian worship and the process of leading worship in a variety of styles. (SKILL, VALUE)
- Objective 2: Students will comprehend missional outreach and communicating the gospel cross-culturally. (SKILL, VALUE)
- Objective 3: Students will develop skills by practical service in ministerial context under professional supervision. (SKILL)

Program Objectives Reviewed

Goal 1, Objective 1: Students will understand the teaching and genres of Old Testament literature.

Goal 1, Objective 2: Students will understand the teaching and genres of New Testament literature.

Review of Previous Changes

No changes made.

Update on Previous Changes

N/A.

Summary of Alignment Matrices Review

Reviewing the matrices shows that the program objectives are being achieved. There might be some impact next year when we introduce the Urban Ministry specialization.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

The course reports confirm that the program objectives are being met. The students feel that they have a good grasp on the genres and teaching of the OT and NT. The reports suggest that the students are maturing in their Christian faith through the courses.

A good portion of the End-of-Program Exam is geared particularly toward objectives one and two. Having marked the papers, I was impressed that the majority of students had clearly fulfilled objectives one and two.

The Capstone course for this program is the TM 466 Senior Project: Curriculum Design. These are practically oriented and thus contributed to the mission objective of developing thoughtful Christian leaders.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

The data is encouraging. It appears to confirm that the program objectives are being achieved. Similarly, the objectives in the College Mission Statement seem to find fulfillment too.

In part, this success may be due to the feeling among students that the pre-requisites have prepared the students for these courses. This suggests that the sequence of courses is good. Another reason may be that the professor teaching these courses ranked very high on the IDEA student evaluation.

Proposed Changes Based on Assessment Data

No changes have been proposed at this time.

Timeline for Changes

N/A.

Communication and Theatre Arts**Program Objectives**

The Communication and Theatre Arts major will be able to demonstrate:

Goal 1 – Knowledge of the content and methods of the Communication and Theatre Arts fields

- Objective 1 – Historical and philosophical perspectives providing a range of subject matter
- Objective 2 – Central principles and unifying perspectives

Goal 2 – Skills related to the content of Communication and Theatre Arts

- Objective 1 – Acquiring, analyzing, synthesizing, and evaluating source material for communication or theatre arts.
- Objective 2 – Using critical and creative skills in writing, in speaking, and in production
- Objective 3 - Using leadership tools in production teams and organizations
- Objective 4 – Planning for implementing advanced study and/or a career

Goal 3 – Values relating Communication and Theatre Arts to world-view perspectives

- Objective 1 – Relating the field to other areas of inquiry
- Objective 2 – Applying ethical guidelines to discipline-specific activity
- Objective 3 - Evaluating discipline content through Christian faith
- Objective 4 – Using discipline content and skills to provide service to community

Program Objectives Reviewed

Goal 1, Objective 1 – Historical and philosophical perspectives providing a range of subject matter

Goal 2, Objective 2– Using critical and creative skills in writing, in speaking, and in production

Goal 3, Objective 1 – Relating the field to other areas of inquiry

Review of Previous Changes

None.

Update on Previous Changes

N/A.

Summary of Alignment Matrices Review

No adaptations or changes.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement*Assessment #1: Capstone/Creative Product*

The two theatre emphasis graduates completed projects in directing and acting. This was in fulfillment of CT 490T Senior Project. G1O1 is not listed in the matrix as a primary objective for this course.

However, both students considered the project in its historical/philosophical context via research and demonstrated a high level of applied knowledge. G2O2 was clearly demonstrated in the quality of writing for play analysis and project reflection, as well as in the high quality of the directing and acting for which grades were based on clearly stated categories and objectives in the assignment and grading rubric. G3O1 was also significantly met in that the project, a production of a play, demonstrated research, analysis, performance, and reflection on the play as related to psychological, theological, philosophical, and moral perspective.

Assessment #2: End-of-Program Exam

The end-of-program exam was created this year so the data is baseline. The two theatre emphasis graduates completed the exam. Only one of the communication emphasis graduates completed the exam. Out of 7 graduates, 3 were completed. A copy of the test is available from the CT department.

- Test results:
 - Theatre Emphasis:
 - Student 1: Core: 92% Theatre Portion: 93%
 - Student 2: Core: 80% Theatre Portion: 78%
 - Communication Emphasis
 - Student 1: Core: 72% Communication Portion: 74%

Assessment #3: Course Reports from CT faculty

- Goal 1, Objective 1 – Historical and philosophical perspectives providing a range of subject matter

Courses taught during 08-09 in which G101 is introduced: CT101; CT105; CT110; CT125; CT130; CT263; CT336; CT340; CT345; CT347; CT370

CT101: course goal #3: Identify the major elements of any public speech, including: specific purpose, introduction, body, conclusion, warrants and claims, signposting, transitions, types of evidence and structures of persuasion. #10 Understand group functioning and perform appropriately as a member of a group. Instructor report: “No indirect data was submitted; however, based on test and assignment scores as well as classroom observation, IDEA scores and Praxis results, I am confident that objectives 1-9 and 11-13 were fully met. Objective 10 was not fully met by all students as shown through poor results as demonstrated through both written and oral assessments.”

CT105: course goals #8: Content and form of representative plays from major periods of theatre history and their historical/cultural context. Assessment: 1.74 CEA (Course Evaluation Assessment) higher than EA (Embedded Assessment). Perception of learning higher than EA. Need more work in class on play analysis.

CT110: course goal #2: To understand several theories of movement and ascertain their relative worth to an actor. Average student response on the course evaluation: 1.5. (Between “fully equipped” and “adequately equipped”) Embedded assessment: Student performance on assessments connected to this objective was above average.

CT125: course objective #5: Consider the world of the character and relate that world to your own. Average student response: 1.3. Embedded assessment: Student performance on this objective is high.

CT130: course objective: #4 Perform several kinds of literature in various situations to hone skills (F08) Average student response: 1.38; Embedded assessment: Student performance is below the response, but they are aware of what is needed to achieve that level. (S09) Average student response: 1.3. Embedded assessment: Student performance was high.

CT263: course objective: #1. Understand the impact of one’s communication behavior on all relations as a continuous, complex and collaborative process. #7: Identify interpersonal communication patterns. Instructor report: “No indirect data was submitted; however, based on test and assignment scores as well as classroom observation, IDEA scores and Praxis results, I am confident that objectives 1-9 were fully met.”

CT336: Objective reported as met. Student rating 2.1. No change suggested by instructor.

CT340: Course objective #2: Use communication, philosophical and political theory in developing public speaking skills in practical and competitive situations. Instructor report: “No indirect data was submitted, however based on test and assignment scores as well as classroom observation, IDEA scores and Praxis results, I am confident that objectives 2-9 were fully met.”

CT345: Course objective #3: Describe and use, in written and oral form, ideas and theories that form the core of critical perspectives on rhetoric and persuasion. Instructor report: “No data was submitted, however based on test and assignment scores as well as classroom observation, IDEA scores and Praxis results, I am confident that objectives 1-5 were fully met.”

CT370: Course objective #1: The historical and contemporary roles of the director. 2 + Correlation to embedded assessment.

Courses taught during 08-09 in which G101 is practiced: CT107; CT325; CT351; CT352

CT107: Objective sufficiently met: Students will gain a conceptual foundation for understanding the emerging global marketplace for media products, organizations and ideas. – No change

CT325: Course objective # 2: To become familiar with supporting philosophies and techniques of the “system” and with avant-garde or bizarre off-shoots, philosophies, and techniques that have challenged the “system.” Average student response: 2; Embedded assessment: Student performance on this objective was lower than the response indicates. #5: To research various theories of acting and famous actor/actresses who have practiced those theories. Average student response: 2; Embedded assessment: Student performance on this objective was not in line with these few responses. Students seemed ill-prepared for this activity.

CT351/352: course objectives. #1: Describe the general chronological development of the theatre from its origins into the late eighteenth century. (351) 1.67 Aligned well with EA; study sheets effective. (352) 2 Students meeting objective EA/CEA aligned.

#2: Describe the significant changes from one historical-theatrical period to another with regard to playwriting, genre and styles, acting, the physical theatre, theatre organization, audiences, theory and criticism, design practices, and directing. (351) 2 Unit exams indicating objective met. (352) 2 Objectives met.

#3: Analyze and compare representative plays with regard to content, structure and cultural/historical milieu. (351) 2.33 Unit exams indicate alignment with CEA. (352) 2 Objectives met. EA/CEA aligned.

#4: Relate theatre to the society and culture of each major period and region studied including the theatre of the West, of Africa, Asia, and Latin America. (351) 2.67 Unit exams EA align with CEA. (352) 3 EA higher than CEA. Data inconclusive.

Courses taught during 08-09 in which G101 is demonstrated: CT209; CT210; CT344

CT209: perspectives and range of subject matter reported as sufficient; management problems reported in on-line format

CT210: Course objective 1: distinguish features of various periods of costume and demonstrate skills in recreating such forms via modern materials given a limited budget. Average student response: 1.6. Embedded assessment: Student performance on this objective was above average.

CT344: No student feedback provided for instructor. Final exam and online journal grades were skewed heavily left. Distribution of journal grades largely either failing or A+. Final Exam had more even distribution, but some scores were 30 and 40 of 200. Final Exam took place (given exam schedule) three days after third exam and that could account for some of the low grades, but

more likely some students failed to properly prepare for last exam. Instructor reported that objectives were met. 1: Introduce you to a variety of communication theories. 2: Develop a basic understanding of the wide range of communication theory.

Goal 2, Objective 2– Using critical and creative skills in writing, in speaking, and in production

Courses taught during 08-09 in which G2O2 is introduced: CT110

CT110: course objective #8: To observe and analyze the movement found in theatre productions available during the semester. Some of these observations will be online dialogue.

Average student response to course evaluation: 1.3. Embedded assessment: Student performance was good.

Courses taught during 08-09 in which G2O2 is practiced: CT101; CT105; CT107; CT155; CT209; CT215; CT247; CT325; CT336; CT347; CT351; CT352; CT370; CT490T; CT495T

CT101: Course objective #2: Choose and restrict a topic according to the purpose and the audience. #5: Fulfill the purpose of oral discourse by providing adequate support in a suitable organizational pattern. #6: Transmit messages by using delivery skills employing vocal variety; clear articulation, and appropriate word choice. #7: Use language and nonverbal behavior appropriate to the audience. #8: Detect bias and prejudice and how they impact a spoken message #9: Synthesize and evaluate by drawing logical inferences and conclusions. Instructor report: “No indirect data was submitted; however, based on test and assignment scores as well as classroom observation, IDEA scores and Praxis results, I am confident that objectives 1-9 and 11-13 were fully met.”

CT105: Course objective # 19: Demonstrate analytical, critical, and writing ability by critiquing three live play productions making commentary on the areas of environment; acting; content, substance, and meaning; type; characters; scenery; costumes; lighting; and directing. Assessment: (F08) 1.58 CEA in line with EA. (S09) 1.5. Instructor report (F08): “This is a strong area, likely because of the three critiques of live performances and the feedback received.”

CT107: Expand writing, information-seeking, teamwork, planning and research skills. – No change reported.

CT155 (also SC and S): Course objectives: #1: Growth as a theatre artist in learning specific skills related to chosen areas of production work. #2: Growth as a theatre artist in learning specific skills related to chosen areas of production work. #3: Growth as a theatre artist in doing reflective self-evaluation #5: The ability to collect documentation and to clearly report on the experiences and work performed.

(F 08) CT155: No reliable correlation. One response. CT155SC: Objectives met. CT155S: Objectives met. Strong correlation between embedded assessment and end-of-course evaluation. (S09) CT155: #1: 1 Correlation with EA positive. #2: 1 EA positive correlation. #3: 1 Correlation with EA positive. #5: 1 Correlation positive. One did not document. Note: only 2/9 reporting.

CT209: Objective reported as sufficiently met; management problems with online format.

CT215: Course objectives: #1: ability to create the following makeup projects using techniques and standards established by the text and/or demonstrated in class: Straight/Corrective, Classic Greek, Old Age, Stout, Lean, Period/Restoration, Fantasy/Animal, Special Effects, and a unique character from a play. 1—strong correlation between EA and ECE. #2: ability to construct, apply, and fit beards, moustaches, and prosthetics. 1.5—strong correlation between EA and ECE. #3: ability to

construct a three-dimensional half mask in the style of the Commedia dell'arte. 1.5—strong correlation between EA and ECE.

CT247: Course objective: Do basic non-linear editing with both Final Cut Pro and Premiere Pro, including printing to videotape and DVD. No change from assessment.

CT325: Course objectives: #5: To research various theories of acting and famous actor/actresses who have practiced those theories. #6: To rehearse various scenes and audition material in preparation for future auditions. Average student response: 1.5 Embedded assessment: Student performance on this objective was above average.

CT336: objective scored (2); reported as C range

CT347: There was no student feedback to instructor; instructor reported that objective was met. The second assignment seemed to give students the most difficulty.

CT351/352: Course objectives: #7: Conduct research on a significant topic. (351) 2 EA reflects CEA data. (352) 3 EA higher than CEA; more research instruction needed. #8: Develop a thesis, organize, and write a research paper on that topic. (351) 2 EA reflects CEA data. (352) 3 EA higher than CEA; earlier draft date needed. #9: Summarize and present an oral report on the ideas of the paper. (351) 1.67 EA reflects CEA data; reports effective. (352) 2.5 EA higher than CEA; data inconclusive. #10: Analyze representative plays with regard to structure, performance possibilities, and content. (351) 2.33 EA lower than CEA data; no play analyses. (352) 2 EA lower than CEA; need more play analyses.

CT370: Course objectives: #10: Chooses a play for production and justifies that choice based on factors including ensemble-building, collaborative potential, and relevance to the human condition. #11: Makes theatrical composition decisions related to: design and performance spaces, the ground plan, blocking, lighting, sound. #12: Utilizes the five fundamentals of play directing (composition, picturization, movement, rhythm, and pantomimic dramatization) in the production of a one-act play. #13: Demonstrates directorial creativity as it is commonly practiced through speculating, planning, creating, and consolidating/synthesizing. These are performance objectives and were not on the survey for student response. Students fulfilled all these objectives as evaluated through evaluation sheets and responses to rubrics.

CT490T: Student comment: "Directing and being fully in charge of a full-scale production--very valuable experience P.S. Most of the questions on this survey will provide little useful feedback for this type of course..."

CT495T: Course objective #4: Experience and critique interviews of yourself and others. Average student response: 2. Embedded assessment: Student performance on this objective was above average. #5: Prepare applications for graduate schools or jobs. Average student response: 2. Embedded assessment: Student performance on this objective was above average. #6: Develop strategies for self-promotion. Average student response: 2. Embedded assessment: Student performance on this objective was above average.

Courses taught during 08-09 in which G2O2 is demonstrated: CT125; CT130; CT210; CT340; CT344

CT125: Course objective: 4: Demonstrate techniques of critical observation, analysis, and criticism of performance. Average student response: 1.5. Embedded assessment: Student performance on this objective indicates they are equipped to handle the work.

CT210: Course objective # 4: Demonstrate skills in designated stitches, techniques of sewing and basic construction techniques related to costuming for the theatre. Average student response: 1.4. Embedded assessment: Student performance on this objective was good. #5: Perform skills and record facts on at least two written exams. Average student response: 1.6. Embedded assessment: Student performance on this objective was above average to good. #6: Gather and adjust costumes for a one-act play following a color scheme and concept for the play as established by the director. Average student response: 1.4. Embedded assessment: Student performance on this objective was good.

CT130(F08): Course objectives related : #2: Analyze literature in order to give clarity and meaning to any interpretation. (F08) Average student response: 1.6. Embedded assessment: Student performance seems high in view of grades on these but the activity is valid. (S09) Average student response: 1.6. Embedded assessment: Student performance was above average. #6: Critically assess a performance and tactfully give criticism to others; and assess your own performance on video for self- improvement (F08) Average student response: 1.55. Embedded assessment: Student performance is below the response but they appreciate the activity. (S09) Average student response: 1.4. Embedded assessment: Student performance was above average. #11: Analyze each selection performed and include the results of the analysis in the introduction to each piece. (F08) Average student response: 1.5. Embedded assessment: Student response is high but it shows that they value the activity and find it helpful. (S09) Average student response: 1.5. Embedded assessment: Student performance on this was above average and over all quite good.

CT340: Course objective #1: Prepare and practice public address, specifically parliamentary/public forum debate. Instructor report: “Praxis scores as well as discussion with previous students of the course that are currently teaching debate has led me to feel that greater emphasis needs to be placed on Objective 1. #3: Foster an understanding of how successful arguments and debates are structured, organized and executed. #9: Enhance critical thinking skills, becoming a more discerning consumer of information. Instructor report: “No indirect data was submitted; however, based on test and assignment scores as well as classroom observation, IDEA scores and Praxis results, I am confident that objectives 2-9 were fully met.”

CT344: Course objectives that follow reported as met. #3: Develop competencies in using theories to analyze actual events, helping you to become more perceptive observers of communication. #4: Develop your critical thinking and media literacy based on the content of the course; encouraging you to become a critical consumer of media content
Goal 3, Objective 1 – Relating the field to other areas of inquiry

Courses taught during 08-09 in which G3O1 is introduced: CT101; CT105; CT125; CT130; CT370

CT101: Course objective: #1: Choose and restrict a topic according to the purpose and the audience #7 Use language and nonverbal behavior appropriate to the audience. Instructor response: “No indirect data was submitted; however, based on test and assignment scores as well

as classroom observation, IDEA scores and Praxis results, I am confident that objectives 1-9 and 11-13 were fully met. “

CT105: Course objective #1: Role of the audience in the theatre; the nature of audience imagination and perspective; theatre as a social and aesthetic experience. (F08) 1.68 CEA in line with EA. Students do well because of significant discussion in class on the role of the audience and reflection on their own experiences in the theatre. (S09) 2. #12: The nature of theatre in its integral relationship to other art forms. (F08) 1.79 CEA lower than EA. This is surprising since the first week of work stresses relationship of theatre to other art forms. Perhaps need to reinforce throughout semester more. (S09) 2. #13: The nature of the art world and its integral relationship to other disciplines. (F08) 1.79 CEA lower than EA Students. EA strong on this. Similar to #12, need to reinforce class discussion throughout course since it happens early and the end-of-course evaluation is late in the semester. (S09) 2. #15: Relationship of theatre to selected religions and Christianity. (F08) 1.53 CEA in line with EA. Data indicates correlation and above average performance. (S09) 3. Note: Fall 19/24 reported. Spring 2/20 reported. Spring reporting insufficient data.

CT125: Course objective #5: Consider the world of the character and relate that world to your own. Average student response: 1.3. Embedded assessment: Student performance on this objective is high.

CT130: Course objective #5: Be aware of the interconnection of interpretation with speech and theatre. (F08) Average student response: 1.66. Embedded assessment: Student performance is below the response, but quizzes are necessary and they see the value even if they do not appropriately prepare. (S09) Average student response: 1.5. Embedded assessment: Student performance was above average.

CT370: Course objective #6: Common aesthetic, social, ethical, safety, and faith issues related to directing. 2 + Correlation to EA.

Courses taught during 08-09 in which G3O1 is practiced: CT325; CT345; CT495T

CT325: Course objective #3: To “discover” the role of the creative artist (actor) in practicing her/his craft while embracing Christian perspectives and convictions. Average student response: 1. Embedded assessment: Student performance was above average. This is what the students love to do.

CT345: Course objective #2: Develop critical questions regarding the nature of communication, reflecting a developed schema of understanding. #5: Understand others and interpret communication messages more accurately, allowing for greater appreciation of criticism in person and professional life. Instructor report: “No indirect data was submitted; however, based on test and assignment scores as well as classroom observation, IDEA scores and Praxis results, I am confident that objectives 1-5 were fully met.”

CT495T: Course objective #3: Discuss theatre as a mission field and establish personal goals to enter that field. Average student response: 1. Embedded assessment: Student performance on this objective was good.

Courses taught during 08-09 in which G3O1 is demonstrated: CT247; CT344; CT351; CT352

CT247: Course objective: Understand that media production is always a team effort, to which every member of the team must contribute equally and reliably

CT344: Course Objective #4: Develop your critical thinking and media literacy based on the content of the course; encouraging you to become a critical consumer of media content. – No change needed as reported by instructor.

CT351/352: Course objective #4: Relate theatre to the society and culture of each major period and region studied including the theatre of the West, of Africa, Asia, and Latin America. (351) 2.67. Unit exams EA align with CEA. (352) 3 EA higher than CEA. Data inconclusive in 352 because of small number of student responses to survey. Embedded assessment, however, shows that objective is met at an above average level.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

Pertaining to Each Chosen Program Objective:

- *Goal 1, Objective 1 – Historical and philosophical perspectives providing a range of subject matter*

Courses taught during 08-09 in which G1O1 is introduced: CT101; CT105; CT110; CT125; CT130; CT263; CT336; CT340; CT345; CT347; CT370.

Through multiple courses (11) in which historical and philosophical perspectives are introduced, the objective is being sufficiently met at the introduced level. With few exceptions, course reports show that objectives are being met, or are above average, or high.

Courses taught during 08-09 in which G1O1 is practiced: CT107; CT325; CT351; CT352.

Through multiple courses (4) in which objective is practiced, course reports indicate students are meeting objectives at an adequate to good level in most instances. Generally, student reporting aligns with embedded assessment. Where it does not, most faculty have noted it and have proposed appropriate course adjustments.

Courses taught during 08-09 in which G1O1 is demonstrated: CT209; CT210; CT344.

Course reports indicate that G1O1 is being met at a sufficient level. It should be noted that CT355, 360, and 380 are courses that demonstrate this objective but are offered on an every-other-year basis. Multiple demonstrations are appropriate and data from the next assessment cycle should reinforce that in the current year.

- *Goal 2, Objective 2– Using critical and creative skills in , in speaking, and in production*

Courses taught during 08-09 in which G2O2 is introduced: CT110.

Course report indicates achievement at a “good” level. Since this objective is a mainstay of our program, most courses provide student practice or demonstration of this objective.

Courses taught during 08-09 in which G2O2 is practiced: CT101; CT105; CT107; CT155; CT209; CT215; CT247; CT325; CT336; CT347; CT351; CT352; CT370; CT490T; CT495T.

Multiple measures from a wide variety of courses (15) indicate that this objective is being met at a significant level. Reports show that the objective as practiced is met, fully met, or met an above-average level in most instances. Faculty reports indicate where individual adjustments may be needed.

Courses taught during 08-09 in which G2O2 is demonstrated: CT125; CT130; CT210; CT340; CT344.

The five courses in this cycle report that students performed at an equipped, good, and above-average level. It should be noted that CT355, 380, and 485 were not offered and thus not reported in this cycle. The addition of data from those course reports in the next year will likely reinforce the data that the demonstration evidence of this objective is being met.

- *Goal 3, Objective 1 – Relating the field to other areas of inquiry*

Courses taught during 08-09 in which G3O1 is introduced: CT101; CT105; CT125; CT130; CT370.

Over the five courses taught in this cycle, course reports indicated a sufficient to high-level meeting of this objective. Where student responses seemed not to align with embedded assessment, it was noted and adjustments were suggested.

Courses taught during 08-09 in which G3O1 is practiced: CT325; CT345; CT495T.

Faculty reported the objective met as above average, good, or fully met.

Courses taught during 08-09 in which G3O1 is demonstrated: CT247; CT344; CT351; CT352.

Reporting shows that the objective is being met. In another year other courses in which students demonstrate meeting the objective will add more inclusive data to the data set (CT200, 230, 365). Note that CT247 objectives do not clearly relate to the stated program objective. This should be dropped from G3O1 (demonstrate) for the next cycle.

In summary, the program allows students to spend enough time addressing the specific objectives chosen for review during this cycle, though the two-year rotation will provide evidence of even greater strength in this regard. Because of multiple course coverage of objectives, there is sufficient exposure for student performance. Course sequencing is adequate, though. Because of the two-year rotation in a few instances, students may occasionally need to take courses out of the optimal sequence.

Pertaining to the College Mission Statement:

Goal 1, Objective 1: (TL) “thoughtful leader”: This program objective in “demonstrating understanding of historical and philosophical perspectives providing a range of subject matter” is a requisite of “thoughtful leadership”—a mission objective of the college. Historical perspective gives a context for wise decision-making, and philosophical perspectives give a range of world-views from which choices can be made and decisions evaluated.

Goal 2, Objective 2: CTL “creative and thoughtful leader”: This program objective in “demonstrating using critical and creative skills in writing, in speaking, and in production” connects and supports the mission objectives of the college. “Critical” skills are essential for

thoughtful leadership and “creative” skills are what engage the reader and audience. As the critical and creative skills are used in products and performance (writing, speaking, producing), opportunities for informing, persuading, and entertaining arise. Excellence in leadership is strongly dependent on such skills and media.

Goal 3, Objective 1: CTL “creative and thoughtful leader”: This program objective in “demonstrating the relating of the field to other areas of inquiry” indicates the value of including wider perspectives in thoughtful discourse and decision-making. It supports the notion that the communication and theatre arts field of study is not insular and supports the value that education and learning is of a single piece. Leadership is strengthened with this wide perspective of interconnectedness.

Proposed Changes Based on Assessment Data

There are no major structural changes in the course offerings being proposed. However, changes in the nature of faculty course reports and a review of the matrix is suggested. Faculty in the CT Department have reported the results of student course surveys where students rate their perception of whether or not stated course objectives have been met. However, faculty need to provide more clear data related to embedded assessments. Using specific grade percentages on assignments related to specific objectives and performance assessment data related to specific assignments designed to meet objectives are two recommendations. Faculty have attempted to show how the student course survey results on objectives align with faculty reporting of embedded assessment averages. Again, the embedded assessment reports need to be more specific and less generic. It should also be kept in mind that outside of the core classes in the major, many courses are offered on an alternate-year basis. As a result, a full picture of whether or not program objectives are being met will only be available every two years.

In reviewing the specific course objectives and their place on the matrix, it is apparent that some changes need to be made. In most instances, the courses are appropriately assigned to program objectives. However, this is the first cycle in which a specific report has been developed using the matrix and comparing course objectives with program objectives. There are some reassignments and adjustments that should be made in consultation with the department faculty.

Since only three out of seven graduates took the end-of-program exam, we must create a structure whereby we will have 100% completion. It is recommended that this exam be administered in a specific course such as the Senior Seminars (CT495C and 495T). There is not a nationally scored test in communications and theatre arts other than the PRAXIS test that is available only to teaching licensure candidates. While some of our graduates seek licensure, the majority do not. Therefore, the department developed an exam during spring 2009 that will be given going forward. Annual comparative data from scores on this exam will be another measure whereby student learning relating to specific objectives may be accumulated and entered into the feedback cycle.

Finally, a departmental review of the “creative product” is needed. The theatre emphasis students produce a senior project (CT490) in which the skills and knowledge learned in the major are synthesized into a performance project. The communication emphasis needs a similar project focus, if not in CT490, perhaps in a class where a written or performance product may serve as an example of demonstrating program integration and synthesis. Having this consistent throughout the program would provide another significant measure for demonstrating the accomplishment of program objectives. Program faculty will then need to provide documentation to the program chair, giving the nature of the project and evidence of how the program objectives were met or demonstrated.

Timeline for Changes

During the 2009-10 year the department will:

1. Review and develop better ways to report clear embedded assessment data.
2. Review the alignment matrix and make changes where appropriate
3. Implement a consistent method for achieving 100% participation by graduates in the end-of-program exam, possibly through a requirement in the Senior Seminar courses.
4. Develop and implement a plan whereby all students in the program will produce a “creative product” that synthesizes material and skills learned in the major at a significant level; and implement a system for reporting this to the program chair for assessment purposes.

English**Program Objectives**

Creative and thoughtful Sterling College English graduates will:

1. Interpret and analyze texts and language.
2. Communicate understanding of texts in innovative and adaptive methods.
3. Use language responsibly by producing critical responses to a variety of texts.
4. Create comprehensive reflection and response on the presence of the Divine in literature.

Program Objectives Reviewed

1. Interpret and analyze texts and language.
2. Communicate understanding of texts in innovative and adaptive methods.

Review of Previous Changes

No changes made.

Update on Previous Changes

N/A.

Summary of Alignment Matrices Review

After reviewing the Program Alignment Matrix, the Department made no changes to it.

Review and Evaluation of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

Ideally, the chosen objectives would be assessed by the National Field Test, the Senior Project, and Advanced Composition. However, this year, due to a misunderstanding between the department and the Director of Institutional Assessment, the end-of-program exam was not used.

The Senior Project

In assessing the Senior Projects, evaluators asked the following:

For Objective 1, What set of lenses does the person use? Does he or she have knowledge of that particular lens appropriate for the literature genre? Can the person apply the tools in a logical and analytical manner?

For Objective 2, How creative and clear is the person in communicating his or her understanding of the text? Does he or she have a clear understanding of the text? How well does he or she communicate that understanding?

Major Field Tests

Seven English majors took the MFT in 2008 and 2009. The average percentile score was 52.85. However, scores divided into three distinct groups:

- Three students scored in the 85% percentile or above (90, 90 and 85%)
- Two Students scored in the 45% percentile or above (45 and 50%)
- Two Students scored at the 5%

Apparently, the two students who performed poorly did not take the test seriously, because instructor experience with these students indicated a higher range of ability and performance. In any case, these low scores skew the results for the others. Without these lower scores, the overall average rises to 72 %. Averaging in the two 5% scores at a 45% rate gives the department a 64.28% rate.

Course Reports

Reflective Narration on the Fall 2008 Semester

Positive views of the fall semester include the following observations. Course reports honestly attempt to assess courses and strive for improvement. Most see their courses as falling in the 1-3 range, where 1 means students feel “fully equipped” to meet an objective, 2 means students feel “adequately equipped to meet an objective,” and 3 means students feel “somewhat equipped” to meet an objective. For the most part, objective data does support this. Most proposed changes to courses are doable and fall within the time frame. Credit is given to the new Basic Writing classes and Writing Center. This may or may not reflect the positive morale in the department. Strides have been made to give a more uniform experience to Comp students. In Comp I between the fall and spring terms, one instructor organized the class differently because the class consisted primarily of students who were either repeating it or taking it subsequent to the Basic Writing course. The lower End-Of-Course Evaluation figures may be a reflection of that.

Causes for attention and concern are these: The small number of returns on the End-Of-Course Surveys weakens the narratives in most cases. Also not included is hard data from embedded assessments. In some cases there was uncertainty as to how to assess and integrate the IDEA evaluations. While the large number of LL courses that are open to General Education students is a plus in some ways, the practical effect is to have an attitudinally “mixed” class, sometimes sharply divided, affecting the English majors. At least three of the four instructors in the department experience these phenomena in some form or another.

Reflective Narration on the Spring 2009 Semester

Data from [one instructor] is missing in the department chair’s files; the summary here and above is based on conversation.

As with the Fall Term, instructors generally reported positive ratings for their courses.

Two trends from the fall surfaced again in the spring term. One is the generally low response rate for End-Of-Course Evaluations. Lack of data makes concrete assessment difficult. Also, in some cases, even the embedded data is not reported statistically, giving only a second-hand commentary. While needed, reports must have hard data against which to measure progress.

Secondly, classes with a large number of general education students appear to divide as they did in the fall. In some cases, End-Of-Course Evaluations reflected the divide with wide differences in ratings and comments. It is of concern to the LL Department because of affecting attitudes in our relatively small number of English Majors.

Proposed Changes Based on Assessment Data

- LL095: Basic Writing
 - Earlier introduction of LMS and Catalyst assessments to monitor student progress; more use of Workshop style of classroom teaching; more intentionally focusing on Sentence and Paragraph development.
- LL243: Grammar
 - More practice in analyzing sentences NOT in the text; Assess student presentation papers for their proper grammar use; Introduce helping less-prepared students earlier in the course.
- LL354: Modern Drama
 - Seek ways to build community between majors or otherwise more engaged students and General Education or students not so engaged.
- LL379: British Literature II
 - Include texts by literary historian; spend more time on the essay and novel portions of the course.
- LL101: Composition I
 - More attention to grammar.
- LL151: Introduction Literature
 - **Clarify the wording of the objectives** so they are more assessable. For example, students will be able to: 1. Recognize and identify at least four genre of literature. 2. Identify elements specific to a particular genre of literature that help the reader understand that form. (Tone, plot and character development in fiction), 3. Use the tools to introduce works of literature to the rest of the class, 4. Be able to share favorite pieces of literature in an interesting and appealing way to the rest of the class.
 - After initial assessments of objectives one and two, the bulk of the assessments would measure the application of these tools to the four genres of literature discussed in the course. Students will be expected to apply tools and present them. Assessments would be developed on the use and influence of certain types of literature. Objective online quizzes would measure content, and presentations would assess application.
- LL102: Composition II
 - It may help to introduce annotated bibliographies earlier in the semester to help students use it on earlier papers. Monitoring plagiarism more carefully on earlier papers would help. Emphasize primary and secondary sources on early papers and build in an assessment on tests and have students identify which sources are which in their annotation exercises. There would be a specific assessment related to this.
- LL254: Film as Literature
 - I have been evaluating various complimentary texts for possible use alongside our main one (*Understanding Movies* by Gianetti), which would strengthen my students' grasp of #5. The best candidate I have found to date is the newly released *Into the Darkness* by Dr. Craig Detweiler, one of only a handful of scholars with graduate degrees in both film and theology. A text like this could help both my students and I to better integrate our love of movies with our understanding of sin and redemption. Course objectives 1 and 2: If we are "sub-creators" trying to imitate our Creator, as Tolkien believed we are doing when we tell stories---and consequently when we make movies---then I need to examine the "ethical and spiritual dimensions" (#5) of story itself (# 1 + 2), specifically the stories

- we tell in movies. In other words, #5 needs to be more clearly integrated into every aspect of this course, and not just taught as a separate unit (as I have been doing).

Timeline for Changes

Any changes are to be made before the instructor teaches the course again.

History

Program Objectives

In order to be a creative leader, a Sterling College major in History/Government will:

- Demonstrate a knowledge of the past and its relationship to the present
- Communicate an understanding of historical documents and events through essays and class presentations
- Be prepared for teaching, graduate school or other avenues within the history/government field

In order to be a thoughtful leader, a Sterling College major in History/Government will:

- Analyze and understand primary historical documents
- Understand the relationships of cause/effect in historical context
- Think independently and critically about past and present events
- Use primary and secondary resources appropriately for significant historical research

In order to understand a maturing Christian Faith, a Sterling College major in History/Government will:

- Demonstrate an awareness of connections between faith and history

Program Objectives Reviewed

“Creative Leader” Objectives:

- Demonstrate a knowledge of the past and its relationship to the present
- Communicate an understanding of historical documents and events through essays and class presentations
- Be prepared for teaching, graduate school or other avenues within the history/government field

Review of Previous Changes

Since the last report was submitted for history and government there have been some matrices added.

Update on Previous Changes

History and Government has updated their matrices and added some to the report since the last one was completed.

Summary of Alignment Matrices Review

Due to the change in the faculty for History and Government, all course objectives have been added to program’s curriculum matrix.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

Objective # 1: Demonstrate a knowledge of the past and its relationship to the present.

From looking at both the work accomplished in Senior Thesis and the End- of- Program Exam results, it appears that the students are meeting this objective, for the most part. Due to the poor student submission of course evaluations, it is difficult to judge how this objective is being met in the History/Government department. Results from the MFT (Major Field Test) seem to indicate that the students are meeting this

objective. Only two students graduated last year with a degree in History/Government. Also, only two students took the MFT exam.

Objective # 2: Communicate an understanding of historical documents and events through essays and class presentations.

It appears from looking at the End-of-Program exam, Senior Thesis results, and Course Reports completed by the students, that this objective is also being met by the graduating seniors. Again only two students took the MFT, but it seems the objective is being met to a satisfactory degree.

Objective # 3: Be prepared for teaching, graduate school, or other avenues within the history/government field.

This cannot be determined fully at this moment because this is the first year that the new faculty members for the Department of History/Government are dealing with this issue. After looking at the data from the two graduating students, we do feel that the students are capable of meeting this objective.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

Objective # 1: Demonstrate knowledge of the past and its relationship to the present.

The faculty believes the program does allow students to spend enough time addressing this objective because three of the four are above the fiftieth percentile for the total score range. Within the sub-scores, three of the four are also above the fiftieth percentile for the total score range. Still, ideally, we would desire all of our students to score above the fiftieth percentile. We believe this objective is being addressed. The pre-requisite courses are providing students with the necessary foundations to meet the objectives. As it stands, we feel course sequencing is appropriate at this time.

Objective # 2: Communicate an understanding of historical documents and events through essays and class presentations.

The faculty believes the program prepares students to communicate an understanding of historical documents and events through essays and class presentations because three of the four are above the fiftieth percentile for the total score range. Within the sub-scores, three of the four are also above the fiftieth percentile for the total score range. Still, ideally, we would desire all of our students to score above the fiftieth percentile. We believe this objective is being addressed. The pre-requisite courses are providing students with the necessary foundations to meet the objective. As it stands, we feel course sequencing is appropriate at this time.

Objective # 3: Be prepared for teaching, graduate school or other avenues within the history/government field.

As well as can be determined, the faculty believes the students are prepared for teaching, graduate school, or other avenues within the history/government field because three of the four are above the fiftieth percentile for the total score range. Within the sub-scores, three of the four are also above the fiftieth percentile for the total score range. One of the graduates is currently teaching at this moment. Still, ideally, we would desire all of our students to score above the fiftieth percentile. We believe this objective is being adequately addressed. The pre-requisite courses are providing students with the necessary foundations to meet the objectives. As it stands, we feel course sequencing is appropriate at this time.

Proposed Changes Based on Assessment Data

After reviewing the data, more time on content knowledge could increase the student score reports. The one issue of concern is that this increase could be at the expense of promoting learning toward objective two and possibly objective three. Faculty within the Department of History/Government has recently experienced some turnover; therefore, it is really difficult to gauge whether or not changes are necessary.

Timeline for Changes

If the faculty deems that changes are needed, those possible changes would occur the next time the courses are offered.

Honors Program**Program Objectives**

1. Demonstrate knowledge of the world and its cultures through essays and class presentations.
2. Communicate strong critical thinking and writing skills through the engagement of primary texts in class discussion and written assignments.
3. Demonstrate leadership and cooperation through working in small groups.
4. Reflect on God's presence in human culture and affairs through reading and class journals.
5. Demonstrate an appreciation of the arts and culture through participation in extra and co-curricular Honors Program activities.

Program Objectives Reviewed

1. Demonstrate knowledge of the world and its cultures through essays and class presentations

Review of Previous Changes

No previous changes to review.

Update on Previous Changes

No update.

Summary of Alignment Matrices Review

No adaptations to the course alignment matrices will be made at this time.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

Students are, generally speaking, not meeting the three selected objectives well enough. We do not have a full-time history professor for this program. (By full time, I mean a history professor willing to co-teach one course a year or semester in the program). Chad Gaudet came in three or four times this past semester (the semester we have the course report for), but in the previous academic year (2007-2008), we did not have even that. The objectives related to the history portion of this course were not adequately covered or assessed.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

These objectives are appropriate and help students become creative and thoughtful leaders, so the objectives should not be changed. How the objectives are achieved in class must be changed.

Proposed Changes Based on Assessment Data

We really need to get a history professor to commit to being in this class nearly full-time. Because of load implications, Chad will not commit to that, but he has agreed to come in again four or five days to give a

brief lecture and to respond to historical context questions. Perhaps we need to require that one of the essays deal specifically with historical issues. Another solution would be to require students to research historical issues surrounding the cultures we are studying and report to the class on their findings. We are committed to a “test-free zone” for this class, so that will not be considered as a way to meet these objectives.

Timeline for Changes

Chad does not have load room to co-teach the course for half credit (1.50 hours), but he has agreed to come in four or five times to help students understand and process the history portion of the course (Objectives 5, 6, and 7). He has also helped the lead instructor in selecting appropriate historical books and documents for the class so that the class is not so heavily weighted toward literature.

Perhaps by fall 2010 we will be able to have a full-time history professor co-teach this course.

Mathematics

Program Objectives

1. Mathematics graduates will effectively be able to communicate (through verbal communication, technology, and the written word) in mathematics and related disciplines. (SKILL)
2. Mathematics graduates will be prepared for graduate study or entry level positions in business, industry, or secondary education. (SKILL)
3. Students who graduate with a mathematics major will be able to analyze, synthesize, and evaluate information and thus solve problems and acquire knowledge. (SKILL)
4. Students will understand foundational mathematical concepts. (KNOWLEDGE)
5. Students will demonstrate the ability to evaluate mathematical situations through a Biblical worldview. (VALUE)

Program Objectives Reviewed

1. Mathematics graduates will effectively be able to communicate (through verbal communication, technology, and the written word) in mathematics and related disciplines. (SKILL) [CREATIVE AND THOUGHTFUL LEADER]
2. Mathematics graduates will be prepared for graduate study or entry level positions in business, industry, or secondary education. (SKILL) [THOUGHTFUL LEADER]
3. Students who graduate with a mathematics major will be able to analyze, synthesize, and evaluate information and thus solve problems and acquire knowledge. (SKILL) [CREATIVE LEADER]

Review of Previous Changes

Summarizing the 2007 Mathematics Program Report with respect to facts about the program objectives:

Regarding Knowledge:

- ◆ 2007 graduates had higher cumulative and major GPAs than the college averages; students’ cumulative and major GPAs vary across the years; the departmental average on the MFT (Mathematics Major Field Test) was at the 25th percentile (varying from the 1st to 80th percentile).

Regarding Skills:

- ◆ 2007 Mathematics students had creative-product faculty-ratings and self-ratings that were somewhat lower than the college averages; “faculty interaction” has increased over the years.

Regarding Values:

- ◆ Service project scores improved considerably, reaching and exceeding the college averages and were highest for need-based, service value; ethics instruction scores improved dramatically for 2007 graduates; all graduates reported receiving and begin aware of ethics codes instruction.

Changes proposed in 2007 were:

- Increasing interaction with students;
- Adding more opportunities for service, creative products, and projects developing students’ mathematical skills, especially with respect to calculus;
- Increasing student knowledge for the MFT while emphasizing the importance of the MFT;
- Increasing faculty interaction with student advising;
- Developing new upper-level courses to challenge our advanced students;
- Adding a Calculus Development service project.

Update on Previous Changes

Because of changes in departmental employees over the past two years, we are still working on the proposed changes reflected in the 2007 Mathematics Program Report. However, we have made great strides with new faculty in the following areas:

- While emphasizing the importance of the MFT in all our classes, faculty are more interactive and involved with students’ advising and service projects.
- We have modified our Applied Mathematics Program (fall 2008) and added new elective and required courses for our advanced students in the Mathematics Program.

Summary of Alignment Matrices Review

No changes at this time.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

Objective 1: In addressing effective communication, all students take MA490 Mathematics Seminar and MA392 Mathematics Service their final years in the Mathematics Program. Students’ capstone project has been a “mathematics careers” paper in MA490 and their creative project in MA392 has generally been a service project of either volunteer tutoring or Internet Web site construction in mathematics. Successful completion of these courses reflects successful capstone/creative project completion which all students did this academic year and this reflects successful completion of program objective #1. Also, students enrolled in writing-intensive courses taught AY2008-09 successfully demonstrated the ability to communicate in the courses MA340 Modern Geometry and MA 420 Modern Algebra. In addition to these courses, students also communicated via paper-writing and oral presentation in MA355: History of Mathematics and a short statistical paper in MA240: Elementary Statistics. Not all mathematics majors take MA245: Apprenticeship in Mathematics, except those majoring in secondary mathematics education. Students in this course wrote and presented lesson plans in high school mathematics classes.

Objective 2: In addressing graduate preparedness, all students take two end-of-program exams in the final semester at SC: the Mathematics MFT and our internal end-of-program Mathematics Exam. (In addition to these exams, our secondary mathematics education program students take the PRAXIS – ETS test.) In AY2008-09 the three students who took the MFT scored between the 1st and 40th percentiles,

with an average in the 22nd percentile. The internal Mathematics Exam was first used in May 2009 and the three students scored between 20.5% and 38.5% with an average of 31.2%. Students' capstone project has been a "mathematics careers" paper in MA490 and their creative project in MA392 has generally been a service project of either volunteer tutoring or internet website construction in mathematics. Successful completion of these courses reflects successful capstone/creative project completion. All students completed the capstone project this academic year, and this reflects successful completion of program objective #2. Examination of course-report data shows courses basic to graduate level mathematics courses (e.g. MA220, MA330, MA340, MA390, MA420). Successful completion of these courses indicates graduate-level mathematics preparedness. And, for those secondary mathematics education students, MA245 prepares the student for the mathematics teaching field.

Objective 3: In addressing problem-solving skills readiness, all students take two end-of-program exams in the final semester at SC: the Mathematics MFT and our internal end-of-program Mathematics Exam. (In addition to these exams our secondary mathematics education program students take the PRAXIS – ETS test.) In AY2008-09 the three students who took the MFT scored between the 1st and 40th percentiles, with an average in the 22nd percentile. The internal Mathematics Exam was first used in May 2009, and the three students scored between 20.5% and 38.5% with an average of 31.2%. Examination of course-report data shows all mathematics courses readying students in problem-solving skills and acquisition of mathematical knowledge.

Since the 2007 Mathematics Program Report, many changes have occurred that affect our Program Review:

- New faculty in the Mathematics Department have renovated existing courses, added new courses, been more involved in student learning and advising, constructed a baseline end-of-program Mathematics Exam, continued to emphasize the end-of-program exams, written course reports using new and better templates, and been more involved and active in assessment and change in the Mathematics Program.
- Student numbers in our program have not changed, and scores on MFT, capstone projects, and creative projects remain relatively the same.
- Students' course and project grades as well as end-of-program scores reflect meeting the first three skills objectives for our Mathematics Program. However, the Mathematics Department would like to see all scores improve before the next Mathematics Program Review.

Course-report data shows low student enrollment (too small to use student-generated survey responses), but faculty are bettering the courses by reflecting on previously reported needed changes, taking steps to change, making adjustments to the courses they teach, and reflecting on the new changes by evaluating students' course grades and comments. Improvements to the courses have been made and will continue to be made.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

Objective 1: Students in the Mathematics Program are meeting the Communications (SKILL) program objective #1 at a satisfactory level. They are holistically successful in completing the required major courses and capstone/creative/service projects that require upper-class levels of communications. This is based on project completion and course scores. The courses devoted to intensive writing, paper writing, and oral presentation in order to stress communication are MA240, MA245, MA340, MA392, MA420, and MA 490. And, students must be able to communicate effectively on the Mathematics MFT and internal Mathematics Exam in order to perform well. We need to show improvement on the end-of-program exams. However, we can report that satisfying program objective #1 implies producing creative and thoughtful leaders with respect to communicating in mathematics since students are satisfactorily

completing mathematics capstone and service courses as well as writing-intensive and paper/presentation courses.

Objective 2: Since spring of 2007, there have been three graduating students in the Mathematics Program preparing for Mathematics Education. Our program prepares a majority of its majors for the teaching field quite successfully (all three students have employment responsibilities in their field fall 2009). We are satisfying the #2 program objective (SKILL) satisfactorily based on the course-report data (MA392, MA490) and mathematics teaching opportunities for our graduates, but we need improvement on the MFT and internal Mathematics Exam tests in order for mathematics education students to show readiness for graduate-level mathematics study. We can report that satisfying program objective #2 implies producing thoughtful leaders with respect to preparing students for secondary mathematics teaching. And, our Applied Mathematics majors and Mathematics and Computer Science majors are successfully completing the required courses that prepare them for graduate study (MA220, MA330, MA390, MA420),

Objective 3: Program objective #3 is in continual need for improvement as based on course-report data, student-response data, faculty feedback, students' course grades, and scores on the end-of-program internal Mathematics Exam and MFT. Data suggest a continual need for improvement in preparing our students for problem solving in the field of mathematics. As mathematics faculty, we need to continually emphasize the need for sustained learning of mathematics concepts for successful scores in their courses and on the Mathematics Exam and MFT. Because program objective #3 is identified with the "creative leader" aspect of the mission, our program needs to improve in producing more creative leaders in mathematics.

Proposed Changes Based on Assessment Data

Because our department was in flux and now is more static, we need to continue the changes that are working for our department. We have made changes; now we must implement the changes and reflect on them again at the end of each academic year (AY2009-10, etc.) to see if improvements should be made.

- Our newly constructed end-of-program internal Mathematics Exam will be used two more times before reflecting on improving it for future program reviews.
- We will continually emphasize the need for sustained learning of mathematics concepts for successful scores in their courses and on the Mathematics Exam and MFT.
- We will continue to be actively involved in our students' mathematics learning during and outside of class, as well as in advising.
- We need to promote, construct, and implement a calculus development project in our curriculum (possibly in the calculus sequence, seminar course, or service course).
- We need to promote creative leadership in our students in their courses and projects.

For the next program review we will be examining the knowledge and value objectives with special emphasis given to maturing in Christian Faith (program objectives #4 and #5). As we look to the future, the Mathematics faculty need to make the aforementioned changes, but begin examination, reflection, and change implementation of those latter objectives.

Timeline for Changes

Now (fall 2009) until our next program review we will implement our changes and improvements. During AY2009-10 we will begin to examine, reflect, and begin change implementation of Mathematics Program objectives #4 and #5, focusing on knowledge, values, and maturing in Christian Faith.

Music

Program Objectives

Goal 1: Having completed the Department of Music curriculum, students will have gained knowledge of content and methods in music.

- Objective 1: Students will be familiar with the musical history of world cultures.
- Objective 2: Students will demonstrate competency in elements of music theory.
- Objective 3: Students will comprehend vocal and instrumental characteristics and functions.
- Objective 4: Students will gain knowledge of vocal and instrumental musical literature.

Goal 2: Having completed the Department of Music curriculum, students will have significantly developed skills related to musical content.

- Objective 1: Students will demonstrate critical listening skills.
- Objective 2: Students will demonstrate performance skills (voice or instrumental, conducting).
- Objective 3: Students will demonstrate a practical application of musical analysis through individual and group performances.
- Objective 4: Students will demonstrate effective rehearsal technique skills.

Goal 3: Having completed the Department of Music curriculum, students will have developed values relating to world-view perspectives.

- Objective 1: Students will demonstrate an understanding of the aesthetic value of music through performance.
- Objective 2: Students will demonstrate Christ-centered, professional characteristics that can influence the personal perspectives and attitudes of others.
- Objective 3: Students will communicate both the fundamental position of music in society and a biblical understanding of music in worship.

Program Objectives Reviewed

Goal 1: Having completed the Department of Music curriculum, students will have gained knowledge of content and methods in music.

- Objective 1: Students will be familiar with the musical history of world cultures.
- Objective 2: Students will demonstrate competency in elements of music theory.
- Objective 3: Students will comprehend vocal and instrumental characteristics and functions.
- Objective 4: Students will gain knowledge of vocal and instrumental musical literature.

Review of Previous Changes

N/A.

Update on Previous Changes

N/A.

Summary of Alignment Matrices Review

No changes have been made at this time.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

The following review is based solely upon course reports from the full-time music faculty. The Capstone/Creative Product for the Department of Music is currently the Senior Recital, but we have not had any graduates from the Department of Music in the last two years. Therefore, recent End-of-Program Examinations are also unavailable.

G101: Students will be familiar with the musical history of world cultures.

The choral director indicated he was pleased with the variety of music performed throughout all of the vocal ensembles. No students completed the online survey, so indirect data is unavailable.

Indirect data for students enrolled in MU100 (Music Appreciation) indicate that G101 is being fulfilled (See course objectives #1 and #2. Scores ranged from 1.5 to 1.6, where 1 means students “fully equipped” to meet an objective, 2 means students feel “adequately equipped” to meet an objective, 3 means students feel “somewhat equipped,” 4 means “somewhat equipped,” and 5 means “not equipped.”).

Indirect data for students enrolled in MU174 and MU274 (Private Piano Lessons) indicate that G101 is being fulfilled (See course objective #2. Scores ranged from 1.3 to 2).

Indirect data for students enrolled in MU354 (Music History and Literature I) indicate that this objective is not being entirely met (See course objectives #1, #2, #3. Scores ranged from 2 to 3). These same course objectives were given high marks in MU355 (Music History and Literature II).

G102: Students will demonstrate competency in elements of music theory.

All of the course objectives in MU111 (Music Theory I) and MU112 (Music Theory II) pertain to this program objective. Embedded assessments indicate that student performance was below average to average. No students completed the online survey, so indirect data is unavailable.

G103: Students will comprehend vocal and instrumental characteristics and functions.

The choral director indicated that he was pleased with the outcome of G103 throughout all of the vocal ensembles. No students completed the online survey, so indirect data is unavailable.

Indirect data for students enrolled in MU174 and MU274 (Private Piano Lessons) indicate that this program objective is being fulfilled (See course objective #1. Scores ranged from 1.3 to 2.5). However, the instructor indicated that performance levels are of low quality.

Indirect data for students enrolled in MU175B (Class Piano I) and MU175C (Class Piano II) indicate scores ranging from “fully equipped” to “somewhat equipped.” (See course objective #1. Scores ranged from 1.3 to 3).

In MU249B (Brass Methods), all of the course objectives pertain to G103. However, no students completed the online survey, so indirect data is unavailable.

Students enrolled in instrumental ensembles (MU286E, MU286F, and MU288) indicate that G103 is being fulfilled. Scores ranged from 1.66 to 2.16 on instrumental characteristic course objectives.

Students enrolled in MU333 (Conducting) indicate that G103 is being met (See course objective # 9. Score was 1.75).

The embedded assessments for students enrolled in MU335 (Choral Methods) indicate that performance related to this program objective is average (See course objective #1). No students completed the online survey, so indirect data is unavailable.

G1O4: Students will gain knowledge of vocal and instrumental literature.

The choral director indicated that he was pleased with the outcome of G1O4 throughout all of the vocal ensembles. No students completed the online survey, so indirect data is unavailable.

Indirect data for students enrolled in MU174 and MU274 (Private Piano Lessons) indicate that G1O4 is being met. (See course objective #2. Scores ranged from 1.3 to 2.)

Students enrolled in MU286E (Saxophone Ensemble) felt that the literature practiced and performed was possibly limited (See course objective #3. Score was 2.5). Score reports for other instrumental ensembles (including MU286F and MU288) indicate that students were pleased with the variety, scope, and diversity of repertoire presented (scores ranged from 1.66 to 2.16).

Indirect data for students enrolled in MU354 and MU355 (Music History and Literature I and II) indicates that G1O4 is being fulfilled. (See course objective #1. Scores ranged from 1 to 2).

No students have graduated from the department during the past year.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

G1O1: Students will be familiar with the musical history of world cultures.

Students enrolled in MU354 (Music History and Literature I) indicated that this program objective is not fully being met.

Concerning MU354, the instructor states, “Students feel there is not enough cultural diversity in the course. The course is structured so that the majority of time is spent studying Western European classical (art) music. The music of other cultures is reserved for the last portion of the course.”

G1O2: Students will demonstrate competency in elements of music theory.

Although no online data is available, the instructor indicated that student performance was below average to average. Possible reasons, as given by the instructor, include the wide range of students’ abilities and knowledge in any given theory class and not enough student attention given to homework exercises in the music theory workbook.

G1O3: Students will comprehend vocal and instrumental characteristics and functions.

The instructor of MU174 and MU274 indicated that, although indirect data results were good, performance levels were low. The instructor states, “Music majors and minors enrolled in piano lessons are not meeting this objective. Musical performances at end-of-semester playing examinations (juries) are of consistently low quality. I think this is primarily due to lack of practice. Students do not seem to understand the amount of time required to master a musical instrument. However, non-music students enrolled in private piano lessons tend to progress at a more acceptable rate.”

Students enrolled in MU175B and MU175C indicated that they felt “fully equipped” to “somewhat equipped” to meet this program objective. The instructor explains, “Students are not meeting the

musicianship portion of this objective. They struggle with melody harmonization, transposition, and scales. This objective is not too difficult. In fact, it is in-line with NASM standards. I feel that the students are simply not practicing enough. There is ample evidence for this, as practice rooms in Wilson Hall are consistently empty.”

G104: Students will gain knowledge of vocal and instrumental literature .

Students enrolled in MU286E (Saxophone Ensemble) felt that the literature practiced and performed was possibly limited. The instructor states, “The slightly lower score (.5) for this objective is most likely tied directly into the ensemble limitations. Although we had some more difficult pieces from which to choose, the once-a-week rehearsal made achieving some of the literature improbable.”

Summary

Students are meeting all objectives relatively well. Course sequencing and pre-requisite courses seem to be in order.

Proposed Changes Based on Assessment Data

G101: Students will be familiar with the musical history of world cultures.

Concerning MU354, the instructor indicated, “In structuring the course schedule, I will allow more time for studying music outside of the Western European tradition.”

G102: Students will demonstrate competency in elements of music theory.

Concerning MU111 and MU112 (Music Theory I and II), the instructor indicated that more time will be spent in workbooks and more time will be allotted to the more difficult course sections.

G103: Students will comprehend vocal and instrumental characteristics and functions.

Concerning MU174 and MU274 (Private Piano Lessons), the instructor states, “I need to impose a stricter grading policy on playing examinations. Also, as part of their grade, students will be required to complete weekly practice charts that will be submitted to me at every lesson. Additional performance opportunities will be created throughout the semester to insure steady progress.”

Concerning MU175B and MU175C (Class Piano I and II), the instructor states, “I will impose a stricter grading policy on playing examinations. Also, as part of their grade, students will be required to complete weekly practice charts that will be submitted to me every Thursday (the final class session of the week).”

G104: Students will gain knowledge of vocal and instrumental literature.

Concerning MU286E, the instructor indicates that, as ensembles improve, the scope and variety of literature will also improve.

The objectives chosen for review this year represent content and methodology in music. Therefore, these objectives are not labeled “CL,” “TL,” “CTL,” or “MCF.” However, these mission statement characteristics are amply found in the remaining Department of Music program goals and objectives.

Timeline for Changes

Changes will be implemented in fall 2009 and spring 2010.

Psychology**Program Objectives**

Goal 1: Students will be able to identify and describe major people and concepts in the historical development and contemporary articulations of psychology. (Knowledge)

- Objective 1: Students will describe the roots of thinking that produced contemporary psychology.
- Objective 2: Students will analyze observed human behavior in terms of concepts and structures typical of academic psychology.

Goal 2: Students will use research and writing skills they have learned to create, evaluate, and communicate research findings. (Skills)

- Objective 3: Students will collect and analyze available information about variables affecting behavior.
- Objective 4: Students will critically evaluate research findings from several primary sources.
- Objective 5: Students will develop a research program to answer questions about relationships among variables.
- Objective 6: Students will creatively and clearly communicate their findings.

Goal 3: Students will act in ways that reflect professional and Sterling College values. (Values)

- Objective 7: Students will act consistently with the ethical code of the American Psychological Association as they work in research and applied settings.
- Objective 8: Students will integrate their knowledge from various sources with their faith commitments.
- Objective 9: Students will make informed decisions about careers related to psychology.
- Objective 10: Students will appreciate, respect, and work productively with diverse populations.
- Objective 11: Students will appreciate and internalize the value of social capital—developing a habit of applying knowledge and skills to community service.

Program Objectives Reviewed

- Objective 2: Students will analyze observed human behavior in terms of concepts and structures typical of academic psychology.
- Objective 4: Students will critically evaluate research findings from several primary sources.
- Objective 7: Students will act consistently with the ethical code of the American Psychological Association as they work in research and applied settings.
- Objective 11: Students will appreciate and internalize the value of social capital—developing a habit of applying knowledge and skills to community service.

Review of Previous Changes

Department faculty implemented two changes based on assessment recommendations from prior years. These recommendations go back to 2006, as there was no assessment feedback loop after the 2007 report, and there was no 2008 assessment report. Those changes were:

- a. Enhance students' focus on skills they can use for professional voluntary service.
- b. Increase faculty interaction with students on their creative products. This suggestion emerged from advanced classes in which students are to write synthetic reviews.

Update on Previous Changes

a. The course report for BS 490 Psychology Service Seminar documents how this change was implemented. The changes produced different projects and high student ratings of their skills for service.

b. The Course Report for BS 365W Learning Theory with Lab documents follow-up for this proposed change. In addition to the midterm feedback form implemented only in 2008, the course was redesigned as a writing-intensive course. Students completed a variety of writing exercises in the spring 2009 course.

Summary of Alignment Matrices Review

- a. Are claimed objectives evident in course objectives? For the first analysis, I compared the curriculum alignment matrix claims with stated course objectives in the course syllabi and the list of objectives submitted with the Curriculum Alignment Matrix. I discovered several things:
 1. Some course syllabus objectives did not match the objectives the department prepared for the Curriculum Alignment Matrix. These discrepancies must be removed.
 2. For 25 of the 62 claimed objectives on the Curriculum Alignment Matrix, the matrix objective claim was not clearly evident in stated course objectives. I suggest that the department consider minimizing claimed objectives for each course, and eliminating unnecessary or unsubstantiated claims from the Curriculum Alignment Matrix. Given that there are other proposed objectives changes, and that the work requires consultation within the department, this should be completed in fall 2009.

- b. What changes did faculty propose related to objectives? Faculty proposed several changes to objectives in their course reports. These unevaluated proposals are:
 1. BS 125: Reduce content-specific objectives to permit selection of chapter material. Also, add an objective related to integration of faith with discipline.
 2. BS 225: Add an objective related to Christian values in the section on ethical issues.
 3. BS 242: Add an objective related to Christian world view.
 4. BS 261: Remove objective #6 as students have not yet had formal instruction on APA report writing.
 5. BS 350: Alter objectives to emphasize practical applications of material.
 6. BS 386: Rewrite objectives for measurability and clarity. In addition, add one objective on self-understanding and one objective on integration with Christian worldview.
 7. BS 490: Add objective #3 to the campus course evaluation form.

Note: The syllabus objectives for BS 290 and BS 386 do not correspond with the objectives on departmentally-submitted material. The rewriting work for BS 386 should begin with the original objectives on the previously submitted material. The objectives for BS 290 should be rewritten on the course syllabus to match the submitted material.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

A. Creative Product:

- 5 students graduated.
- Learning Theory was the only approved advanced writing course for these graduates.
- All 5 students completed research papers for Learning Theory Lab.
- No student scored at the highest level—“clearly reflected essential skills for a professional.”
- One student scored at the second level—“moderately reflected essential skills for a professional.”
- Three students scored at the next level—“minimally reflected essential skills for a professional.”
- One student scored at the lowest level—“did not reflect essential skills for a professional.”

These low scores reflect 2 characteristics of this cohort:

- There were some less academically prepared students in this cohort.
- One of the best-prepared students had motivational problems and did not do effective work.

B. End-of-Program Exam:

Students completed the following:

1. ETS's Major Field Test in Psychology
 2. The departmentally prepared exam covering program objectives
 3. Self-ratings on progress on program objectives
 4. Evaluations of teaching quality related to teaching expectations for each of the departmental faculty.
1. a. The departmental average for the Major Field Test was the 15th percentile—considerably below the department's average since 2000. Three of the 5 students scored below the 20th percentile, while one scored at the 50th percentile and one scored at the 85th percentile. These scores support reflections related to the creative product above.
 - b. Sub-scores for content areas were: 30th percentile for Learning; 15th percentile for Physiological; 20th percentile for Abnormal/Personality; 10th percentile for Developmental and Social.
 - c. Assessment indicators were: 15th percentile for Memory and Thinking; 10th percentile for Sensory and Physiological; 25th percentile for Developmental; 5th percentile for Clinical and Abnormal; 25th percentile for Social; and 5th percentile for Measurement and Methodology. Several of these students struggled to pass classes throughout their program. Some of them did not know if their major GPA would be high enough to permit them to graduate. These factors all confirm a cohort with more limited ability than average.
 2. a. The departmental average for the departmental exam was 62%. Scores ranged from 49% - 83%. The ranks for the Major Field Test and the departmental test were exactly the same, supporting the reliability of the departmental test.
 - b. Objective test questions covered 8 of the 11 program objectives. Percentage correct for each of these objectives was:
 1. Objective #1 = 53%
 2. Objective #2 = 64%
 3. Objective #3 = 37%
 4. Objective #4 = 75%
 5. Objective #5 = 100%
 6. Objective #7 = 90%
 7. Objective #8 = 40%
 8. Objective #11 = 60%

Percentages below 60% indicate poorer-than-average performance on all test items. Thus, students were less prepared for describing roots of psychological thinking, collecting and analyzing information about variables affecting behavior, and integrating psychological knowledge with faith issues. Students were well prepared for critically evaluating research from multiple sources, developing research programs to answer questions about behavior, and acting ethically.

c. Objective questions were linked with specific course objectives. Average scores for related courses were:

- BS 196 = 38%
- BS 225 = 62%
- BS 261 = 64%
- BS 295 = 83%
- BS 325 = 53%
- BS 345 = 64%
- BS 385 = 63%
- BS 386 = 53%
- BS 490 = 60%

d. Students completed 2 practical assignments on their departmental test. One was a research problem requiring SPSS application. The other was an editing assignment related to writing lab lessons and APA format. The SPSS assignment is related to Objective #3, and the editing assignment is related to Objective #6. Students performed as follows:

- SPSS assignment: No student correctly chose which statistic should be calculated, nor did any student complete this problem.
- Editing assignment: Students did not find very many of the “planted” errors. There were 20 such errors, and the average number students located was 5.

3. Student self-ratings on each of the departmental objectives produced the following scores:

(Scale: 0 = not equipped at all to 4 = fully equipped)

| Objective | Average |
|------------------------------|---------|
| 1. Roots of thinking | 2.20 |
| 2. Terms/concepts | 2.80 |
| 3. Analyze variables | 2.20 |
| 4. Evaluate sources | 3.00 |
| 5. Develop research | 2.60 |
| 6. Communicate findings | 2.80 |
| 7. Act ethically | 4.00 |
| 8. Integrate faith/knowledge | 3.40 |
| 9. Career decisions | 3.00 |
| 10. Work with diverse people | 3.20 |
| 11. Community service | 3.60 |

These responses suggest that students see themselves as between somewhat and fully equipped in the department’s objectives. The lowest scores correspond with low scores on the objective portion of the test. However, on the objective portion, students also scored low on the integration questions. However, because there was only one question related to this objective, that score lacks reliability.

4. Students rated each of their professors on the delivery of their learning experiences based on 6 expectations about teaching published in the Faculty Handbook. The scale for these ratings was from 0 (not at all) to 4 (excellently). The questions were about:

- Planning course outcomes and objectives consistent with the faculty approved description of the course.
- Selecting materials that fulfill those objectives and outcomes.
- Informing students of course outcomes, objectives, and requirements in a syllabus.

- Planning and implementing instructional activities that fulfill the outcomes and objectives and promote learning.
- Evaluating student progress.

[Data omitted for privacy and confidentiality reasons.]

C. Course Report Information:

Ten departmental courses required of all majors were offered during the academic year. Two of those courses were duplicate sections of General Psychology (BS 125). At least 2 courses covered each of the objectives selected for review in this cycle. Adequate information from student evaluations was available only for 4 of these 10 courses. I judged that adequate information was available if at least 25% of the enrolled students completed the evaluation. [...] There is some structural difference here that must be addressed. The courses, and their related reviewed objectives are as follows:

| Course | Objectives |
|--|-------------------|
| BS 125 General Psychology | 2, 4 |
| BS 196 Statistics for Beh Sciences | 4 |
| BS 225 Developmental Psychology | 2, 7 |
| BS 261 Social Psychology | 2, 4, 7, 11 |
| BS 295 BSRM | 4, 7 |
| BS 325 History and Philosophy in Psych | 2 |
| BS 365 Learning Theory | 2, 4 |
| BS 386 Theories of Personality | 2, 4 |
| BS 490 Psychology Service Seminar | 7, 11 |

A review of the course reports for each of the objectives follows:

- Objective #2: All available evidence suggests that students are somewhat to adequately prepared on terms and concepts. Low Major Field Test scores, and average to low average on embedded assessment for this objective, along with information about the cohort, suggest that there are some delivery problems, but that there are cohort limitations as well. Suggestions for dealing with the need for students to learn terms and concepts are:
 - Evaluation instruments in class contexts that sample terms/concepts students should be learning at a comprehension and application level.
 - Revising some course objectives to more clearly address learning of basic terms and concepts. This is especially relevant for BS 225, and 386.
- Objective #4: Available evidence is mixed on this objective. Students report being adequately prepared on preliminary steps of critical analysis for primary source data. The final steps are not supported consistently by the embedded assessment data. Suggestions for dealing with the need to better prepare our students for critical evaluation of the literature include:
 - Removing #8 from the General Psychology course objectives.
 - Embedding practice on appropriate statistical decision-making and critical evaluation of research articles in all advanced courses after BS 196.
 - Remove #6 from Social Psychology course objectives.
 - Add components to the writing instruction in writing intensive courses to include a) editing another student's paper, b) practicing synthetic work together as a class on a set of sample papers, and c) adding assignments to get students to use the APA manual as a reference tool.

- Implementing writing intensive courses for the other 3 required advanced courses, BS 345, BS 385, BS 386 and providing sequentially based instruction for these courses.
- Revising objectives for BS 386 to reflect attention to critical evaluation of primary research.
- Objective #7: Available evidence is mixed related to student preparation for ethical action. For ethical work in research contexts, students are fully prepared. For ethical treatment of clients in therapeutic and/or service settings, there is little evidence that the issues are addressed. Suggestions for correcting this deficiency include:
 - For BS 225, consider more broadly what professional ethical issues students should understand. Then develop an assignment to teach those issues.
 - For BS 261, remove the indication that the course addresses this objective from the Curriculum Alignment Matrix.
 - For BS 385 and 386, add a course objective related to ethical issues in clinical settings.
 - For BS 490, add ethical considerations to an existing objective.
- Objective #11: Available evidence suggests that students are adequately to fully prepared on this objective. The Departmental evaluation form indicated somewhat less preparation than the conclusion above. However, some graduates from this year took the Service Seminar a year ago, and some took it this year. The changes from last year to this year were dramatic. There is one suggestion for modification. It is:
 - For BS 261, either revise course objectives to link service habits to content in Social Psychology or remove this objective in the Curriculum Alignment Matrix for this course.

D. Link to College Mission:

The four objectives selected for review in this cycle each has a link with the college mission.

- Objective #2 addresses concepts students learn related to the discipline. Such content learning is essential for Thoughtful Leadership.
- Objective #4 addresses the critical thinking skill of evaluation. Such critical thinking is also necessary for Thoughtful Leadership.
- Objective #7 addresses ethical behavior related to professional work. The ethical knowledge base is necessary for Thoughtful Leadership.
- Objective #11 addresses students' service orientation and habits. Applying their skills to the value of service to the community reflects both Creative Thoughtful Leadership, and links to an understanding of a Maturing Christian Faith.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

Specific evaluative statements are embedded in the review of objectives, courses, and personnel in the section above. General evaluative summary statements are as follows:

- Although student performance on content was generally low, the variation in scores is consistent across measures and reflects a cohort with lower-than-average ability. Because of the score consistency, the low scores do not generally indicate a concern about the department's program structure.
- There are discrepancies among program objectives as claimed in the program report and individual course objectives as presented on syllabi. These discrepancies must be corrected.

- Faculty have suggested some modifications of course objectives independent of the discrepancies above. Those suggestions must be discussed and the department must decide how to handle them.
- The department has carefully structured the delivery sequence of its courses. This sequencing may create problems for end-of-program testing because several of the content areas in which students score low are those they experience earlier in their training (e.g. Developmental and Research Methodology). The challenge for the department is to implement continual review—especially of skills for professionals—in all of the advanced courses.
- There are perceptions among the students of big differences in delivery of course material for the two professors.
- There are major problems with the every-course-evaluation system. Variations in delivery of the instrument, student self-selection for contributing information, redundancy in course evaluations, and missing objectives for rating in some classes all create problems with validity and reliability of these instruments.
- The department must reinstate relevant objectives, instructional experiences, and evaluation tools for ethical concerns related to clinical practice.

Proposed Changes Based on Assessment Data

1. Revise the Course Alignment Matrix after reviewing specific course objectives.
2. Develop assignments for advanced courses that require students to practice basic skills learned in prerequisite courses.
3. Ensure that there is a match among course objectives, effective organization and presentation of material in classes, and related evaluation for all courses.
4. Ensure that all relevant objectives (including those for GE for relevant courses) appear on the course evaluation form.
5. Ensure consistent delivery and follow-up for student evaluations for all courses.
6. Develop instructional tools and evaluation instruments for clinical professional ethics.
7. Develop writing-intensive course components for 3 more classes.

Timeline for Changes

1. August, 2009
2. Prior to each newly taught advanced course
3. Continuing throughout each semester
4. October, 2009
5. November, 2009
6. January 31, 2010 (prior to next advanced clinical course)
7. January 31, 2010 (prior to next advanced course set—Bio Foundations and Abnormal Psychology)

Theology

Program Objectives

Goal 1: Students should understand the literary content, historical development and theological significance of the Old and New Testament scriptures with the view to understand and apply them to their lives.

- Objective 1: Students will understand the teaching and genres of Old Testament literature. (KNOWLEDGE, SKILL)
- Objective 2: Students will understand the teaching and genres of New Testament literature. (KNOWLEDGE, SKILL)

Goal 2: Students should comprehend the major doctrinal tenets of the Christian faith.

- Objective 1: Students will demonstrate the ability to analyze the basic concepts of the Christian faith. (KNOWLEDGE, SKILL)
- Objective 2: Students will understand the development of the Christian Church over twenty centuries. (KNOWLEDGE)
- Objective 3: Students will comprehend and reflect on the current systematic-theological positions as they pertain to issues of faith. (KNOWLEDGE, SKILL)

Goal 3: Students should analyze, assess and appreciate the competing claims of leading philosophical thinkers with the belief that an examined life has worth and value.

- Objective 1: Students will demonstrate the ability to evaluate and apply philosophical thought to moral decision making. (KNOWLEDGE, SKILL, VALUE)
- Objective 2: Students will understand the historical development of philosophical thoughts and its application to current cultural events. (KNOWLEDGE, SKILL)
- Objective 3: Students will learn the importance of integrating philosophy and theology. (SKILL, VALUE)

Program Objectives Reviewed

- Objective 1: Students will understand the teaching and genres of Old Testament literature.
- Objective 2: Students will understand the teaching and genres of New Testament literature.

Review of Previous Changes

No changes.

Update on Previous Changes

N/A.

Summary of Alignment Matrices Review

In reviewing the matrices, it appears that the courses are indeed addressing the program objectives. It will be important to keep alert for next year when we add the Urban Ministry specialization.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

Judging from the course reports, it appears that the students are meeting the program objective and college mission statement. Most of the courses that align with the two objectives listed above are in the areas related to Biblical studies. This, of course, would be expected. It appears that these courses are also contributing to their Maturing Christian Faith and becoming Thoughtful Creative Leaders. Some students commented on the particular assignments given in their courses (e.g. TM 277 Paul) which helped them in being more creative.

A good portion of the end-of-program exam is geared particularly toward objectives one and two. Having marked the papers, I was impressed that the majority had clearly fulfilled objectives one and two.

The capstone creative project was the thesis. Though few were written this year, they demonstrated an acute ability to understand the scriptures. They thoughtfully and creatively tackled contemporary issues.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

One interesting observation was that students met objectives best the more difficult the course. This suggests that students need more challenge, and when they are challenged, they will in turn meet these objectives.

Possibly objectives one and two should continue to be encouraged more in TM 499 Senior Thesis by choosing topics with current relevance with the view to becoming more thoughtful creative leaders.

Proposed Changes Based on Assessment Data

None.

Timeline for Changes

N/A.

ASSESSMENT OF PROGRAM OBJECTIVES IN THE SCHOOL OF PROFESSIONAL STUDIES

Athletic Training

Program Objectives

1. The student will demonstrate competency in knowledge and skills related to accepted methods of athletic injury and illness prevention.
2. The student will demonstrate competency in clinically evaluating and diagnosing athletic injuries
3. The student will demonstrate competency in providing immediate care to athletic injuries.
4. The student will demonstrate competency of treatment, rehabilitation, and reconditioning of athletic injuries.
5. The student will demonstrate competency in knowledge and skills related to the plans, policies, and procedures by which athletic trainers organize and administrate athletic training programs.
6. The student will demonstrate competency in knowledge and skills related to ethical, legal, and other professional standards necessary for the safe practice of athletic training.

Program Objectives Reviewed

5. The student will demonstrate competency in knowledge and skills related to the plans, policies, and procedures by which athletic trainers organize and administrate athletic training programs.
6. The student will demonstrate competency in knowledge and skills related to ethical, legal, and other professional standards necessary for the safe practice of athletic training.

Review of Previous Changes

No changes.

Update on Previous Changes

N/A.

Summary of Alignment Matrices Review

No adaptations.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

Objective 5:

- Capstone/Creative Product: The average score on the capstone product was a 95%. This suggests that students are exceeding expectations and meeting this objective.
- End-of-Program Exam: Students averaged a 94% on the specific questions related to this objective on the exam.
- Course Reports: Students met expectations and, on average, felt adequately equipped.

- *Objective 6:*
- **Capstone/Creative Product:** The average score on the capstone product was a 95%. This suggests that students are exceeding expectations and meeting this objective.
- **End-of-Program Exam:** Students averaged a 94% on the specific questions related to this objective on the exam.
- **Course Reports:** Students felt adequately equipped to meet this objective, and they met expectations of the embedded assessments.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

These two objectives are practiced and demonstrated in the last two semesters of the program. Students and faculty felt that class objectives related to these program objectives may have been rushed or limited during coursework. The sequencing of the Athletic Training courses does not appropriately allow for the introduction of material related to objectives five and six. Based upon the data we have acquired through our assessments, the pre-requisite courses are providing students with the necessary foundations to meet the objectives. The course sequencing is appropriate as objectives 5 and 6 address more advanced content matter.

Objective 5 aligns with the “Thoughtful Leader” component of the Sterling College mission statement. Objective 6 aligns with the “Creative and Thoughtful Leader” aspect of the mission statement.

Proposed Changes Based on Assessment Data

According to course reports, students felt rushed in the presentation and retention of course content related to these objectives. The program supports the changes noted on specific course reports relating to these objectives.

Timeline for Changes

These changes will be made the next time the courses addressing these objectives are taught.

Business Administration

Program Objectives

Goal 1 - Having completed the Business Curriculum, students will be able to use traditional and emergent tools and skills to effectively communicate in complex business environments.

- Objective 1 - Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)
- Objective 2 - Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE)
- Objective 3 - Students will understand of the impact of communication in the business world. (KNOWLEDGE)

Goal 2 - Having completed the Business Curriculum, students will be able to use coursework concepts to critically analyze specific business situations, synthesize solutions, and make quality business and/or policy decisions.

- Objective 1 - Students will demonstrate the ability to analyze business situations. (SKILL)
- Objective 2 - Students will demonstrate the ability to problem solve when confronted with complex business situations. (SKILL)
- Objective 3 - Students will understand the process of developing of policy decisions and the ramifications thereof. (KNOWLEDGE)
- Objective 4 – Students will understand foundational business concepts. (KNOWLEDGE)

Goal 3 - Having completed the Business Curriculum, students will be able to apply Biblical principles to business situations.

- Objective 1 - Students will understand foundational business related Biblical concepts. (KNOWLEDGE)
- Objective 2 - Students will demonstrate the ability to evaluate business situations through a Biblical worldview. (VALUE)
- Objective 3 - Students will demonstrate the ability to apply Biblical concepts to business situations. (SKILL)

Program Objectives Reviewed

- Objective 1: Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)
- Objective 2: Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE)
- Objective 3: Students will understand of the impact of communication in the business world. (KNOWLEDGE)

Review of Previous Changes

2007 assessment results showed what looked to be an apathetic approach to the standardized test given to graduating seniors. We came to this conclusion because scores were either very high or very low with no distribution in the middle. Rather than take extreme measures, it was proposed that the faculty simply emphasize the importance of the testing to the students. If the students continue their apathetic approach, further steps may be taken.

Update on Previous Changes

The emphasizing of the importance of the testing seemed to have been very effective. The distribution of scores seemed to follow the bell curve.

Summary of Alignment Matrices Review

The Alignment Matrices were reviewed in depth after the 2008-2009 school year. Several courses were eliminated from the matrices as they are no longer being taught. The Curriculum Alignment Matrix was also adjusted for courses that were taught for the first time in the 2008-2009 school year. Individual course objectives were changed in some circumstances, and those changes were carried through the matrices.

For the three objectives being reviewed: There are 15 instances in which objectives were introduced, 17 in which they are practiced, and 13 in which they are demonstrated. As a department, we are quite content and pleased with this distribution. No changes are recommended or planned.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

Capstone/Creative Product

The Capstone project used for the 2008-2009 school years was the final case study in the Business Policy BU499 course. Data for the three objectives being reviewed is as follows:

- Objective 1: Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)
 - o Students' demonstrated abilities in these areas were average at best.
- Objective 2: Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE)

- Students' demonstrated abilities in these areas were average at best.
- Objective 3: Students will understand of the impact of communication in the business world. (KNOWLEDGE)
 - Students' demonstrated abilities in these areas were good.

End-of-Program Exam

The average scores on questions relating to the three objectives being reviewed were as follows:

- Objective 1: Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)
 - 68%
- Objective 2: Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE)
 - 72%
- Objective 3: Students will understand of the impact of communication in the business world. (KNOWLEDGE)
 - 77%

Major Field Test

The average score on the exam was a 56%. The MFT scores do not yield any data related to these three objectives.

Course Reports from faculty in the department

- Objective 1: Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)
 - This objective is primarily met through BU140 and BU256 at the beginning of the course cycle, and BU499 at the end of the course cycle. According to the course reports, while improvement between the courses is clear, the objective remains unmet.
- Objective 2: Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE)
 - This objective is met through BU140 and BU256 at the beginning of the course cycle, and BU499 at the end of the course cycle. According to the course reports, while improvement between the courses is clear, the objective remains unmet.
- Objective 3: Students will understand the impact of communication in the business world. (KNOWLEDGE)
 - This objective is met through BU140 and BU256 at the beginning of the course cycle, and BU499 at the end of the course cycle. According to the course reports, this objective has been achieved.

Graduates

30

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

- Objective 1: Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)

- While no less than four significant writing assignments were required as part of BU140, with students graded on spelling, grammar, source citation, and formatting as well as content, students felt this was not enough. Perhaps additional emphasis on multiple drafts and feedback between revisions is needed.
 - Only one oral presentation was required during BU140. Perhaps additional emphasis on oral presentations, debates, or persuasive arguments should be incorporated into the curriculum.
 - Based on both scores and assessment grades, it appears students may not grasp the importance of proper source citation. Additional practice is needed.
 - Perhaps the scope of course assignments in BU140 did not provide enough opportunity for students to present persuasive arguments or be able to “sell” their personal thoughts and ideas. Additional practice is needed in this area.
 - No changes to the prerequisites, matrices, course alignment, or course sequencing are deemed necessary.
- Objective 2: Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE) (CREATIVE AND THOUGHTFUL LEADER)
 - Students have to learn to adapt the nature of their communication dependent upon their audience. This will only come with practical application of tools they learn, and practice, practice, practice.
 - Undergraduate students often miss the concept of “critical thinking” and assume the textbook or professor should provide all of the necessary answers. Improvement in this area comes with student maturity and an understanding that it is the students’ responsibility to seek out the answers with direction from mentors.
 - No changes to the prerequisites, matrices, course alignment, or course sequencing are deemed necessary.
 - Objective 3: Students will understand of the impact of communication in the business world. (KNOWLEDGE) (THOUGHTFUL LEADER)
 - Data from the assessment inputs shows that this objective is being met.
 - No changes to the prerequisites, matrices, course alignment, or course sequencing are deemed necessary.

Proposed Changes Based on Assessment Data

- Objective 1: Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)
 - Have students submit multiple drafts of writing assignments in BU140. Feedback to students between revisions should help student improvement in proper writing conventions.
 - **Note-** this proposed change is subject to class enrollment. Large enrollment makes this change somewhat difficult to implement.
 - Have additional oral presentations as part of the curriculum in BU140. Whether in small groups or in front of the entire classroom. Additional practice in this area appears to be needed.
 - **Note-** this proposed change is subject to class enrollment. Large enrollment makes this change somewhat difficult to implement.
 - During lectures and class discussions in BU140, BU256, and BU499, specifically emphasize correct source citation for writing assignments.
- Objective 2: Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE) (CREATIVE AND THOUGHTFUL LEADER)

- Specifically emphasize adaptive and flexible communication methods during lectures and class discussions in BU140.
- Change course assignments to include additional opportunities for persuasive arguments for or against specific topics/solutions/ideologies, etc... Perhaps require debates among small groups in BU 140.
- Specifically emphasize the concept of critical thinking and push students to look beyond the classroom and the textbook during lectures and class discussions in BU140.
- Objective 3: Students will understand of the impact of communication in the business world. (KNOWLEDGE) (THOUGHTFUL LEADER)
 - No changes recommended.

Timeline for Changes

2009-2010 academic year.

Elementary Education

Elementary Education did not submit a report of the 2008–2009 academic year. It should be noted that this program does have substantial assessment data that is used for its own accreditation.

Exercise Science

Program Objectives

Goal 1 - Having completed the Exercise Science Curriculum, students will be able to use traditional and emergent tools and skills to effectively communicate in complex exercise science environments.

- Objective 1 - Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)
- Objective 2 - Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE)
- Objective 3 - Students will understand of the impact of communication in the exercise science world. (KNOWLEDGE)

Goal 2 - Having completed the Exercise Science/Health/PE Curriculum, students will be able to use coursework concepts to critically analyze specific situations in the discipline, synthesize solutions, and make quality decisions in the discipline.

- Objective 1 - Students will demonstrate the ability to analyze exercise science situations. (SKILL)
- Objective 2 - Students will demonstrate the ability to problem solve when confronted with complex situations in the discipline. (SKILL)
- Objective 3 - Students will understand the process of the developing of decisions in the discipline and the ramifications thereof. (KNOWLEDGE)
- Objective 4 – Students will understand foundational concepts in the discipline. (KNOWLEDGE)

Goal 3 - Having completed the Exercise Science/Health/PE Curriculum, students will be able to apply Biblical principles in the discipline of Exercise Science.

- Objective 1 - Students will understand foundational exercise science- related Biblical concepts. (KNOWLEDGE)
- Objective 2 - Students will demonstrate the ability to evaluate situations in the discipline through a Biblical worldview. (VALUE)
- Objective 3 - Students will demonstrate the ability to apply Biblical concepts to situations in the discipline. (SKILL)

Program Objectives Reviewed

- Objective 1 - Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)
- Objective 2 - Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE)
- Objective 3 - Students will understand of the impact of communication in the exercise science world. (KNOWLEDGE)

Review of Previous Changes

No changes.

Update on Previous Changes

N/A.

Summary of Alignment Matrices Review

Matrix is currently incomplete. I am waiting for instructors to complete course matrices.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

Senior Seminar Capstone Presentation: For objectives 1, 2, and 3, the students' demonstrated abilities in these areas were above average.

End-of-Program Exam: This exam showed no cause for concern regarding the students' ability to meet program objectives 1-3. Exam is not designed to test specific communication skills.

Course Reports: Not all course reports have been made available from all faculty. From reports available, communication skills (Objectives 1-3) showed improvement from entry level through program completion. (Es 253 and Es 498)

4 graduates

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

1. I could not do a complete analysis due to the fact that faculty did not provide all completed course reports and matrices.
2. The available data shows that when students enter the program, their communication skills (objectives 1-3) are at a below-average level, and when they leave the program, they are at an above-average level.

Proposed Changes Based on Assessment Data

1. Gather incomplete course reports and matrices from 08-09 school year from ES faculty.
2. Complete curriculum matrix for ES major.
3. No changes proposed on program content based on available assessment data.

Timeline for Changes

1. Notify by Sept 1 and collect by Oct 1
2. Dec 09

Music Education

Program Objectives

- Goal 1: Having completed the Department of Music curriculum, students will have gained knowledge of content and methods in music.*
- Objective 1: Students will be familiar with the musical history of world cultures.
 - Objective 2: Students will demonstrate competency in elements of music theory.
 - Objective 3: Students will comprehend vocal and instrumental characteristics and functions.
 - Objective 4: Students will gain knowledge of vocal and instrumental musical literature.
 - Objective 5: Students will understand fundamental pedagogy, methods and approaches of K-12 vocal/instrumental music education.
- Goal 2: Having completed the Department of Music curriculum, students will have significantly developed skills related to musical content.*
- Objective 1: Students will demonstrate critical listening skills.
 - Objective 2: Students will demonstrate performance skills (voice or instrumental, conducting).
 - Objective 3: Students will demonstrate a practical application of musical analysis through individual and group performances.
 - Objective 4: Students will demonstrate effective communication through research and (language/music) writing skills.
 - Objective 5: Students will demonstrate effective rehearsal technique skills.
- Goal 3: Having completed the Department of Music curriculum, students will have developed values relating to world-view perspectives.*
- Objective 1: Students will be able to communicate a Christ-centered, philosophical understanding of music.
 - Objective 2: Students will demonstrate an understanding of the aesthetic value of music through performance.
 - Objective 3: Students will demonstrate Christ-centered, professional characteristics that can influence the personal perspectives and attitudes of others.
 - Objective 4: Students will communicate the vital role music plays in education.
 - Objective 5: Students will communicate both the fundamental position of music in society and a biblical understanding of music in worship.

Program Objectives Reviewed

- Goal 1: Having completed the Department of Music curriculum, students will have gained knowledge of content and methods in music.*
- Objective 1: Students will be familiar with the musical history of world cultures.
 - Objective 2: Students will demonstrate competency in elements of music theory.
 - Objective 3: Students will comprehend vocal and instrumental characteristics and functions.
 - Objective 4: Students will gain knowledge of vocal and instrumental musical literature.
 - Objective 5: Students will understand fundamental pedagogy, methods and approaches of K-12 vocal/instrumental music education.

Review of Previous Changes

N/A.

Update on Previous Changes

N/A.

Summary of Alignment Matrices Review

No changes were made to the matrices.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

The following review is based solely upon course reports from the full-time music faculty. The Capstone/Creative Product for the Department of Music is currently the Senior Recital, but we have not had any graduates from the Department of Music in the last two years. Therefore, recent End-of-Program Examinations are also unavailable.

G1O1: Students will be familiar with the musical history of world cultures.

The choral director indicated he was pleased with the variety of music performed throughout all of the vocal ensembles. No students completed the online survey, so indirect data is unavailable.

Indirect data for students enrolled in MU100 (Music Appreciation) indicated that G1O1 is being fulfilled (See course objectives #1 and #2. Scores ranged from 1.5 to 1.6).

Indirect data for students enrolled in MU174 and MU274 (Private Piano Lessons) indicate that G1O1 is being fulfilled (See course objective #2. Scores ranged from 1.3 to 2, where 1 means students felt “fully equipped to meet an objective, 2 means “adequately equipped,” 3 means “somewhat equipped,” 4 means “marginally equipped,” and 5 means “not equipped.”).

Indirect data for students enrolled in MU354 (Music History and Literature I) indicated that this objective is not being entirely met (See course objectives #1, #2, #3. Scores ranged from 2 to 3). These same course objectives were given high marks in MU355 (Music History and Literature II).

G1O2: Students will demonstrate competency in elements of music theory.

All of the course objectives in MU111 (Music Theory I) and MU112 (Music Theory II) pertain to this program objective. Embedded assessments indicate that student performance was below average to average. No students completed the online survey, so indirect data is unavailable.

G1O3: Students will comprehend vocal and instrumental characteristics and functions.

The choral director indicated that he was pleased with the outcome of G1O3 throughout all of the vocal ensembles. No students completed the online survey, so indirect data is unavailable.

Indirect data for students enrolled in MU174 and MU274 (Private Piano Lessons) indicate that this program objective is being fulfilled (See course objective #1. Scores ranged from 1.3 to 2.5). However, the instructor indicated that performance levels are of low quality.

Indirect data for students enrolled in MU175B (Class Piano I) and MU175C (Class Piano II) indicate scores ranging from “fully equipped” to “somewhat equipped.” (See course objective #1. Scores ranged from 1.3 to 3).

In MU249B (Brass Methods), all of the course objectives pertain to G1O3. However, no students completed the online survey, so indirect data is unavailable.

Students enrolled in instrumental ensembles (MU286E, MU286F, and MU288) indicated that G1O3 is being fulfilled. Scores ranged from 1.66 to 2.16 on instrumental characteristic course objectives.

Students enrolled in MU333 (Conducting) indicated that G1O3 is being met (See course objective # 9. Score was 1.75).

The embedded assessments for students enrolled in MU335 (Choral Methods) indicate that performance related to this program objective is average (See course objective #1). No students completed the online survey, so indirect data is unavailable.

G1O4: Students will gain knowledge of vocal and instrumental literature.

The choral director indicated that he was pleased with the outcome of G1O4 throughout all of the vocal ensembles. No students completed the online survey, so indirect data is unavailable.

Students enrolled in MU286E (Saxophone Ensemble) felt that the literature practiced and performed was possibly limited (See course objective #3. Score was 2.5). Score reports for other instrumental ensembles (including MU286F and MU288) indicate that students were pleased with the variety, scope, and diversity of repertoire presented (scores ranged from 1.66 to 2.16).

Indirect data for students enrolled in MU174 and MU274 (Private Piano Lessons) indicate that G1O4 is being fulfilled (See course objective #2. Scores ranged from 1.3 to 2).

Indirect data for students enrolled in MU354 and MU355 (Music History and Literature I and II) indicates that G1O4 is being met. (See course objective #1. Scores ranged from 1 to 2).

G1O5: Students will understand fundamental pedagogy, methods, and approaches of K-12 vocal/instrumental music education.

The choral director indicated that he felt G1O5 was being met throughout all of the vocal ensembles. No students completed the online survey, so indirect data is unavailable.

The instructor of MU335 (Choral Methods) indicated that student performance on course objectives related to this program objective was average. No students completed the online survey.

Indirect data for students enrolled in MU174 and MU274 (Private Piano Lessons) indicate that this program objective is being fulfilled (See course objective #1. Scores ranged from 1.3 to 2.5). However, the instructor indicated that performance levels are of low quality.

Indirect data for students enrolled in MU175B (Class Piano I) and MU175C (Class Piano II) indicate scores ranging from “fully equipped” to “somewhat equipped.” (See course objective #1. Scores ranged from 1.3 to 3).

In MU249B (Brass Methods), all of the course objectives pertain to G1O5. However, no students completed the online survey, so indirect data is unavailable.

Indirect data for students enrolled in MU333 (Conducting) indicate that this objective is being met (See course objectives #1-9. Scores ranged from 1.5-1.75).

Students enrolled in instrumental ensembles (MU286E, MU286F, and MU288) indicate that G1O5 is being met. Scores ranged from 1.66 to 2.16 on instrumental characteristic course objectives.

No students have graduated from the department during the past year.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

G101: Students will be familiar with the musical history of world cultures.

Students enrolled in MU354 (Music History and Literature I) indicated that this program objective is not fully being met.

Concerning MU354, the instructor states, "Students feel there is not enough cultural diversity in the course. The course is structured so that the majority of time is spent studying Western European classical (art) music. The music of other cultures is reserved for the last portion of the course."

G102: Students will demonstrate competency in elements of music theory.

Although no online data is available, the instructor indicated that student performance was below average to average. Possible reasons, as given by the instructor, include the wide range of students' abilities and knowledge in any given theory class and not enough student attention given to homework exercises in the music theory workbook.

G103: Students will comprehend vocal and instrumental characteristics and functions.

The instructor of MU174 and MU274 indicated that, although indirect data results were good, performance levels were low. The instructor states, "Music majors and minors enrolled in piano lessons are not meeting this objective. Musical performances at end-of-semester playing examinations (juries) are of consistently low quality. I think this is primarily due to lack of practice. Students do not seem to understand the amount of time required to master a musical instrument. However, non-music students enrolled in private piano lessons tend to progress at a more acceptable rate."

Students enrolled in MU175B and MU175C indicated that they felt "fully equipped" to "somewhat equipped" to meet this program objective. The instructor explains, "Students are not meeting the musicianship portion of this objective. They struggle with melody harmonization, transposition, and scales. This objective is not too difficult. In fact, it is in-line with NASM standards. I feel that the students are simply not practicing enough. There is ample evidence for this, as practice rooms in Wilson Hall are consistently empty."

G104: Students will gain knowledge of vocal and instrumental literature.

Students enrolled in MU286E (Saxophone Ensemble) felt that the literature practiced and performed was possibly limited. The instructor states, "The slightly lower score (.5) for this objective is most likely tied directly into the ensemble limitations. Although we had some more difficult pieces from which to choose, the once-a-week rehearsal made achieving some of the literature improbable."

G105: Students will understand fundamental pedagogy, methods, and approaches of K-12 vocal/instrumental music education.

Data suggests that this program objective is being met.

Summary

Students are meeting all objectives relatively well. Course sequencing and pre-requisite courses seem to be in order.

Proposed Changes Based on Assessment Data

G101: Students will be familiar with the musical history of world cultures.

Concerning MU354, the instructor indicated, "In structuring the course schedule, I will allow more time for studying music outside of the Western European tradition."

G102: Students will demonstrate competency in elements of music theory.

Concerning MU111 and MU112 (Music Theory I and II), the instructor indicated that more time will be spent in workbooks and more time will be allotted to the more difficult course sections.

G103: Students will comprehend vocal and instrumental characteristics and functions.

Concerning MU174 and MU274 (Private Piano Lessons), the instructor states, "I need to impose a stricter grading policy on playing examinations. Also, as part of their grade, students will be required to complete weekly practice charts that will be submitted to me at every lesson. Additional performance opportunities will be created throughout the semester to insure steady progress."

Concerning MU175B and MU175C (Class Piano I and II), the instructor states, "I will impose a stricter grading policy on playing examinations. Also, as part of their grade, students will be required to complete weekly practice charts that will be submitted to me every Thursday (the final class session of the week)."

G104: Students will gain knowledge of vocal and instrumental literature.

Concerning MU286E, the instructor indicates that, as ensembles improve, the scope and variety of literature will also improve.

G105: Students will understand fundamental pedagogy, methods, and approaches of K-12 vocal/instrumental music education.

See changes listed under G103, MU174, MU274, MU175B, MU175C.

The objectives chosen for review this year represent content and methodology in music. Therefore, these objectives are not labeled "CL," "TL," "CTL," or "MCF." However, these mission statement elements are amply found in the remaining Department of Music program goals and objectives.

Timeline for Changes

Changes will be implemented in fall 2009 and spring 2010.

Sports Management

Program Objectives

Goal 1 - Having completed the Sports Management Curriculum, students will be able to use traditional and emergent tools and skills to effectively communicate in complex sports business environments.

- Objective 1 - Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)
- Objective 2 - Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE)
- Objective 3 - Students will understand of the impact of communication in the sports management world. (KNOWLEDGE)

Goal 2 - Having completed the Sports Management Curriculum, students will be able to use coursework concepts to critically analyze specific sports management situations, synthesize solutions, and make quality industry and/or policy decisions.

- Objective 1 - Students will demonstrate the ability to analyze sports business situations. (SKILL)
- Objective 2 - Students will demonstrate the ability to problem solve when confronted with complex sports business situations. (SKILL)
- Objective 3 - Students will understand the process of developing of policy decisions and the ramifications thereof. (KNOWLEDGE)
- Objective 4 – Students will understand foundational sports business concepts. (KNOWLEDGE)

Goal 3 - Having completed the Sports Management Curriculum, students will be able to apply Biblical principles to business situations.

- Objective 1 - Students will understand foundational sport & business related Biblical concepts. (KNOWLEDGE)
- Objective 2 - Students will demonstrate the ability to evaluate sports business situations through a Biblical worldview. (VALUE)
- Objective 3 - Students will demonstrate the ability to apply Biblical concepts to sports business situations. (SKILL)

Program Objectives Reviewed

Goal 1 - Having completed the Sports Management Curriculum, students will be able to use traditional and emergent tools and skills to effectively communicate in complex sports business environments.

- Objective 1 - Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)
- Objective 2 - Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE)
- Objective 3 - Students will understand of the impact of communication in the sports management world. (KNOWLEDGE)

Review of Previous Changes

N/A

Update on Previous Changes

N/A

Summary of Alignment Matrices Review

No adaptations made.

Review of the Assessment Data As it Pertains to Each Program Objective and the College Mission Statement

- *Goal 1/Objective 1 - Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. (SKILL)*
 - **Capstone/Creative Product:** The average score on the capstone product pieces of the rubric that are tied to this objective was an 8.9/10. There were nine pieces of the capstone rubric that are tied to Objective 1.
 - **End-of-Program Exam:** Students averaged a 78% on the specific question (#49) related to this objective on the exam. Nine of the ten students met proficiency with one student obtaining a zero because the student did not answer the question.
 - **Course Reports from faculty in your department:** Students felt adequately equipped (average of 2.12) to meet this objective, and they met expectations of the embedded assessments.
- *Goal 1/Objective 2 - Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. (VALUE)*
 - **Capstone/Creative Product:** The average score on the capstone product pieces of the rubric that are tied to this objective was an 8.7/10. There were three pieces of the capstone rubric that are tied to Objective 2.
 - **End-of-Program Exam:** Students averaged a 65% on the four specific questions related to this objective on the exam. One of the four questions dealing with Objective #2 (#18) had only 20% of the students give the correct answer.
 - **Course Reports from faculty in your department:** Students felt adequately equipped (average of 2.23) to meet this objective, and they met expectations of the embedded assessments.
- *Goal 1/Objective 3 - Students will understand of the impact of communication in the sports management world. (KNW)*
 - **Capstone/Creative Product:** The average score on the capstone product pieces of the rubric that are tied to this objective was an 9.0/10. There were two pieces of the capstone rubric that are tied to Objective 3.
 - **End-of-Program Exam:** Students averaged a 60% on the specific question (#7) related to this objective on the exam.
 - **Course Reports from faculty in your department:** Students felt adequately equipped (average of 2.05) to meet this objective and met expectations of the embedded assessments.

Evaluation of the Assessment Data As It Pertains to Each Program Objective and the College Mission Statement

The three objectives assessed are practiced and demonstrated throughout the entire four-year Sports Management curriculum. The data gathered on all three objectives seems to be strong when looking at the Capstone/Creative Product and Course Reports. However, the End-of-Program Exam shows somewhat weaker data on all three objectives than the other two means of assessment. This could be in part to the “newness” of the End-of-Program Exam and the lack of time some students demonstrated in taking the exam. It is evident that students are showing strong communication skills in the classroom and are demonstrating those skills in the Capstone Project, but a bridge needs to be built in order to improve the knowledge related to communication in the End-of-Program Exam.

Objective 1 aligns with the “Creative and Thoughtful Leader” component of the Sterling College mission statement. Objective 2 aligns with the “Thoughtful Leader” aspect of the mission statement. Objective 3 aligns with “Creative and Thoughtful Leader” component of the mission statement.

Proposed Changes Based on Assessment Data

Based upon course reports, students can probably better demonstrate strong communication skills rather than demonstrate strong knowledge about communication content relating to these objectives. Instructors need to do a better job of marrying the knowledge and application of communication.

Timeline for Changes

These changes will be made the next time the courses addressing these objectives are taught.

Additional Findings and Recommendations Regarding Assessment of Academic Programs

- Under the current assessment plan, all of end-of-program exams, like end-of-course evaluations, should provide indirect data about program objectives. That is, the exams should contain questions that allow students to indicate the degree to which they feel equipped to meet each stated program objective. During the 2008–2009 year, the Director of Institutional Assessment did not clearly communicate the need to include such items on the exam. Consequently, not all programs included these items during the first year (some did). The Director of Institutional Assessment will rectify the problem during the 2009–2010 year.
- Because graduates are asked to complete from 1–3 tests in addition to the end-of-program exam (the number depends on the student’s major and if he or she is randomly selected to complete the national standardized test for general education), motivation on the end-of-program exam could perhaps be improved if the exam were a required part of a senior-level course. Indeed, some program chairs have suggested this in their program reports. A potential problem arises, however, when some students take senior-level courses out of sequence, more than a semester or two early. For these students, the exam is not truly an “end-of-program” exam, as they may not have encountered certain program objectives if they take the exam too early. The Director of Institutional Assessment and the Institutional Assessment Committee should continue to work with faculty and associate deans to find a solution to this problem.
- Faculty and the Institutional Assessment Committee should continue to think of ways to improve the student response rates on the end-of-course evaluations. At the faculty retreat that occurred at the beginning of the 2009–2010 academic year, some faculty members shared with the entire faculty the innovative methods they were using to increase response rates. Time will tell if that discussion helped. Other ways to possibly improve the response rate include:
 - **Shortening the evaluation.** At the November 2009 meeting of the Academic Affairs Committee, the Director of Institutional Assessment presented a plan for shortening the end-of-course evaluation.

The first few items of every evaluation begin with “My learning experiences in this course have resulted in my being _____.” Following the blank is language from a course objective as stated on the course syllabus, and students choose from one of the following phrases to fill in the blank:

Full Equipped
Adequately Equipped
Somewhat Equipped
Minimally Equipped
Not Equipped at All

Since the 27 items after course-objective items (above) are not an essential part of the Assessment Plan, and since students might be more inclined to complete a much shorter evaluation, the Institutional Assessment Committee would like to eliminate the remaining 27 items. In their place, the Committee is proposing that a single open-ended question appear at the end of the evaluation for students who wish to write comments and for instructors who appreciate the extra feedback. The general content of the

original 27 items could be summarized as potential prompts. The item would then read as follows:

Please provide additional comments about the strengths of the class, improvements that could be made to it, or both. Below is a list of things you might consider, but feedback about other topics is appreciated as well.

- The instructor's knowledge of the subject
- Incorporation of Christian values
- Instructional materials
- The course's/instructor's use of technology
- Organization/preparedness of the instructor
- Class environment
- Instructor availability
- Instructor feedback on assignments and other learning activities (Timely? Thoughtful?)
- Course /assignment rigor

The Academic Affairs Committee agreed that associate deans should present the Institutional Assessment Committee's plan to faculty at their next school meetings and solicit feedback.

- **Reassuring faculty that end-of-course evaluations are not a measure of employee performance.** During the 2008–2009 academic year, some faculty members did not send course evaluation links to their students, possibly because they feared negative student ratings would affect employment status or promotion opportunities. Faculty should understand that the end-of-course evaluations made available to students online are measures of *student learning*. The IDEA evaluation is the College's measure of *teaching effectiveness*. For faculty members who are not employed on extended contract, the IDEA evaluation is given in every course they teach. Faculty who are on extended contract choose one course per semester for IDEA evaluation, and their students complete a shorter form of the survey. It is the Director of Institutional Assessment's belief that course evaluation results should *not* be used for contract and promotion decisions.
- **Having faculty explain to students the difference between the end-of-course evaluation and the IDEA evaluation.** Some students do not complete the end-of-course evaluation because they usually complete the IDEA evaluation first, in the classroom, and see the course evaluation as repetitive and unnecessary. In spring 2009, the Director of Institutional Assessment explained the difference to the student body in an e-mail and urged students to take both evaluations seriously. This may have had some positive effect, but faculty members' reiteration of the difference between the two evaluations might help.
- While indirect data from the end-of-course evaluation is important, it is not as important as the embedded assessments related to course objectives. However, course evaluations were

emphasized so much during the 2008–2009 academic year that some faculty overemphasized indirect data in their course reports and underemphasized direct data. Faculty should understand that having multiple measures of assessment that includes both direct and indirect data is important, but student performance on embedded assessments is of the utmost importance.

- Now that a full cycle under the new assessment plan has been completed, the Director of Institutional Assessment would do well to share exemplary course reports with faculty and program reports with department chairs.

Schools

Figure 11 lists the stated student-learning objectives for each of the College’s two schools. As indicated in the Yearly Assessment Calendar (found in College’s assessment plan), associate deans will submit a report on school objectives by August 31 of each year.

Figure 11: School Objectives

| <i>School of Liberal Arts and Sciences</i> | <i>School of Professional Studies</i> |
|---|--|
| <p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate sufficient content knowledge to be successful in the workplace or graduate school. (Thoughtful Leadership) 2. Use appropriate communication skills (Creative and Thoughtful Leadership) 3. Apply critical thinking and problem-solving skills in decision making. (Creative Leadership) 4. Integrate an understanding of Christian faith with academic discipline. (Maturing Christian Faith) | <p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and skills relevant to his/her chosen profession. (Thoughtful Leadership) 2. Think critically and communicate effectively. (Creative and Thoughtful Leadership) 3. Understand biblical principles as applied to personal and professional life. (Maturing Christian Faith) |

The associate deans of the two schools have written reports that are informed by the program reports from chairs within their schools. Along with their curriculum alignment matrices, program chairs have also submitted matrices that depict alignment between their own program objectives and the school objectives.

In the reports that follow, the associate deans have included each academic program’s school-to-program alignment matrix. The associate deans have highlighted/shaded the academic programs that were chosen for review after the 2008–2009 academic year.

ASSESSMENT OF OBJECTIVES IN THE SCHOOL OF LIBERAL ARTS AND SCIENCES

PROGRAMS FOR REVIEW:

- | | | |
|------------------------|--------------------------------|------------------|
| Art and Design | Biology | Chemistry |
| Christian Ministries | Communication and Theatre Arts | English |
| History and Government | Honors | Math and Physics |
| Music | Psychology | Theology |

PROGRAM-TO-SCHOOL ALIGNMENT MATRICES:

Art and Design

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS 1 Use appropriate communication skills | SLAS 2 Apply critical thinking and problem solving skills in decision making | SLAS 3 Demonstrate sufficient content knowledge to be successful in the workplace or graduate school | SLAS 4 Integrate an understanding of Christian faith with academic discipline |
|--|---------------------------------|--|---|---|--|
| G101: Students will demonstrate the ability to create well-designed and aesthetically pleasing works of art with various media. | SKILL | | X | X | |
| G102: Students will demonstrate the ability to critically analyze works of art. | VALUE | | X | X | |
| G103: Students will understand foundational art concepts. | KNOWLE DGE | | | X | |
| | | | | | |
| G201 | SKILL | X | | | |
| G202 | SKILL | X | X | X | |
| G203 | KNOWLE DGE | X | X | X | |
| | | | | | |
| G301 | KNOWLE DGE | | | | X |
| G302 | VALUE | | X | | X |
| G303 | SKILL | | | | X |

Biology

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS 1 Use appropriate communication skills | SLAS 2 Apply critical thinking and problem solving skills in decision making | SLAS 3 Demonstrate sufficient content knowledge to be successful in the workplace or graduate school | SLAS 4 Integrate an understanding of Christian faith with academic discipline |
|--|------------------------|--|---|--|--|
| G1: Students will acquire knowledge of the basic content of the biological sciences. | KNW | | | X | |
| G2 | KNW | | | X | |
| G3 | KNW, SKL | | X | | |
| G4: Students will demonstrate the ability to use the scientific method as a means of solving problems through research. | KNW, SKL | | X | X | |
| G5 | SKL | X | | | |
| G6 | VAL | | | | X |
| G7 | VAL | | | | X |
| G8 | SKL, VAL | | | | X |

Chemistry

Program-to-School Alignment Matrix

| | KNW (K), SKL(S), or VAL(V) | SLAS 1: Use appropriate communications skills (Creative and Thoughtful Leader) | SLAS 2: Apply critical thinking and problem solving skills in decision making (Creative Leader) | SLAS 3: Demonstrate sufficient content knowledge to be successful in the workplace or graduate school (Thoughtful Leader) | SLAS 4: Integrate an understanding of Christian faith with academic discipline (who understands a maturing Christian Faith) |
|---|---|---|--|--|--|
| 1: To develop in the student the understanding of the core theories, laws, principles, and concepts concerning the structure, composition, and behavior of matter. | K | | | X | |
| 2: To develop in the student an understanding of the nature of inquiry and the ability necessary to do scientific inquiry. | K,S | | X | | |
| 3: To develop in the student the ability to perform standard laboratory operations. | S | | | X | |
| 4 | K,S | | X | X | |
| 5 | K,S | | | X | |
| 6 | V | | | | X |
| 7 | S | X | | | |

Christian Ministries

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS 1 Use appropriate communication skills | SLAS 2 Apply critical thinking and problem solving skills in decision making | SLAS 3 Demonstrate sufficient content knowledge to be successful in the workplace or graduate school | SLAS 4 Integrate an understanding of Christian faith with academic discipline |
|---|-----------------------------|--|---|---|--|
| G101: Students will understand the teaching and genres of Old Testament literature. | KN, SK | | | X | X |
| G102: Students will understand the teaching and genres of New Testament literature. | KN, SK | | | X | X |
| | | | | | |
| G201 | SK, VL | X | | X | |
| G202 | SK, VL | X | X | | X |
| G203 | SK | X | | X | |

Communication and Theatre Arts

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS 1: Use appropriate communication skills | SLAS 2: Apply critical thinking and problem solving skills in decision making | SLAS 3: Demonstrate sufficient content knowledge to be successful in the workplace or graduate school | SLAS 4: Integrate an understanding of Christian faith with academic discipline |
|--|-----------------------------|---|--|--|---|
| G101 | KNW | | | X | X |
| G102: Central principles and unifying perspectives | KNW | | | X | |
| G201 | SKL | X | X | | |
| G202: Using critical and creative skills in writing, in speaking, and in production | SKL | X | X | | |
| G203 | SKL | X | X | X | |
| G204 | SKL | | | X | |
| G301: Relating the field to other areas of inquiry | VAL | X | X | | |
| G302 | VAL | | | | X |
| G303 | VAL | | | | X |
| G304 | VAL | | | | X |

English

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS 1: Use appropriate communication skills (Creative and Thoughtful Leader) | SLAS 2: Apply critical thinking and problem solving skills in decision making (Creative Leader) | SLAS 3: Demonstrate sufficient content knowledge to be successful in the workplace or graduate school (Thoughtful Leader) | SLAS 4: Integrate an understanding of Christian faith with academic discipline (who understands a maturing Christian Faith) |
|--|---------------------------------|--|--|--|--|
| Objective 1: Interpret and analyze texts and language | KNW | | X | X | |
| Objective 2: Communicate understanding of texts in innovative and adaptive methods | SKL | X | | X | |
| Objective 3 | SKL | X | X | X | |
| Objective 4 | VAL | X | | | X |

History

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS 1: Use appropriate communication skills (Creative and Thoughtful Leader) | SLAS 2: Apply critical thinking and problem solving skills in decision making (Creative Leader) | SLAS 3: Demonstrate sufficient content knowledge to be successful in the workplace or graduate school (Thoughtful Leader) | SLAS 4: Integrate an understanding of Christian faith with academic discipline (who understands a maturing Christian Faith) |
|--|------------------|---|---|---|---|
| G101: Demonstrate a knowledge of the past and its relationship to the present | KNW | | X | X | |
| G102: Communicate an understanding of historical documents and events through essays and class presentations | SKL | X | X | | |
| G103: Be prepared for teaching, graduate school or other avenues within the history/government field | SKL | | | X | |
| G201 | SKL | X | X | | |
| G202 | SKL, VAL | | X | X | |
| G203 | SKL, VAL | X | X | X | |
| G204 | SKL, VAL | | X | X | |
| G301 | VAL | | | | X |

Honors Program

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS 1: Use appropriate communication skills (Creative and Thoughtful Leader) | SLAS 2: Apply critical thinking and problem solving skills in decision making (Creative Leader) | SLAS 3: Demonstrate sufficient content knowledge to be successful in the workplace or graduate school (Thoughtful Leader) | SLAS 4: Integrate an understanding of Christian faith with academic discipline (who understands a maturing Christian Faith) |
|---|-------------------------|--|--|--|--|
| #1: demonstrate knowledge of the world and its cultures through essays and class presentations | KNW | | | X | |
| #2 | SKL | X | X | | |
| #3 | SKL | X | X | | |
| #4 | VAL | | | | X |
| #5 | VAL | | | | X |

Mathematics

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS Objective 1: Use appropriate communication skills (Creative and Thoughtful Leader) | SLAS Objective 2: Apply critical thinking and problem solving skills in decision making (Creative Leader) | SLAS Objective 3: Demonstrate sufficient content knowledge to be successful in the workplace or graduate school (Thoughtful Leader) | SLAS Objective 4: Integrate an understanding of Christian faith with academic discipline (who understands a maturing Christian Faith) |
|---|------------------------|--|--|---|---|
| O1: Mathematics graduates will effectively be able to communicate (through verbal communication, technology, and the written word) in mathematics and related disciplines. | SKL | X | | X | |
| O2: Mathematics graduates will be prepared for graduate study or entry level positions in business, industry, or secondary education. | SKL | X | | X | |
| O3: Students who graduate with a mathematics major will be able to analyze, synthesize, and evaluate information and thus solve problems and acquire knowledge. | SKL | | X | | |
| O4 | KNW | | | X | |
| O5 | VAL | | X | | X |

Music

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS Objective 1: Use appropriate communication skills (Creative and Thoughtful Leader) | SLAS Objective 2: Apply critical thinking and problem solving skills in decision making (Creative Leader) | SLAS Objective 3: Demonstrate sufficient content knowledge to be successful in the workplace or graduate school (Thoughtful Leader) | SLAS Objective 4: Integrate an understanding of Christian faith with academic discipline (who understands a maturing Christian Faith) |
|---|---------------------------------|--|--|--|--|
| G101: Students will be familiar with the musical history of world cultures | KNW | | | X | |
| G102: Students will demonstrate competency in elements of music theory. | KNW | | | X | |
| G103: Students will comprehend vocal and instrumental characteristics and functions. | KNW | | | X | |
| G104: Students will gain knowledge of vocal and instrumental musical literature. | KNW | | | X | |
| G201 | SKL | | X | | |
| G202 | SKL | | X | | |
| G203 | SKL | | X | | |
| G204 | SKL | X | X | | |
| G301 | VAL | | | | X |
| G302 | VAL | X | | | X |
| G303 | VAL | X | | | X |

Psychology

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS Objective 1: Use appropriate communication skills (Creative and Thoughtful Leader) | SLAS Objective 2: Apply critical thinking and problem solving skills in decision making (Creative Leader) | SLAS Objective 3: Demonstrate sufficient content knowledge to be successful in the workplace or graduate school (Thoughtful Leader) | SLAS Objective 4: Integrate an understanding of Christian faith with academic discipline (who understands a maturing Christian Faith) |
|--|---------------------------------|--|--|--|--|
| G101 | KNW | | | X | |
| G102: Students will analyze observed human behavior in terms of concepts and structures typical of academic psychology. | KNW | | | X | |
| G203 | SKL | | X | | |
| G204: Students will critically evaluate research findings from several primary sources. | SKL | | X | | |
| G205 | SKL | | X | | |
| G206 | SKL | X | | | |
| G307: Students will act consistently with the ethical code of the American Psychological Association as they work in research and applied settings. | VAL | | | | X |
| G308 | VAL | | | | X |
| G309 | VAL | | | X | |
| G3010 | VAL | | X | | |
| G3011: Students will appreciate and internalize the value of social capital—developing a habit of applying knowledge and skills to community service. | VAL | | | | X |

Theology

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | SLAS Objective 1: Use appropriate communication skills | SLAS Objective 2: Apply critical thinking and problem solving skills in decision making | SLAS Objective 3: Demonstrate sufficient content knowledge to be successful in the workplace or graduate school | SLAS Objective 4: Integrate an understanding of Christian faith with academic discipline |
|--|-------------------|---|--|--|---|
| G101: Students will understand the teaching and genres of Old Testament literature. | KN, SK | | | X | X |
| G102: Students will understand the teaching and genres of New Testament literature. | KN, SK | | | X | X |
| G201 | KN, SK | | X | X | X |
| G202 | KN | | | X | X |
| G203 | KN, SK | X | X | X | X |
| G301 | KN, SK, VL | | X | | X |
| G302 | KN, SK | | | X | X |
| G303 | SK, VL | X | X | | X |

REVIEW OF PROGRAM REPORTS:**Art & Design**

Art & Design reviewed three objectives (one, two, and three). The alignment matrix demonstrates that objectives one and two are connected to school objectives two and three, and that objective three is connected to school objective three. The department chair reports that because the program was restructured during the fall 08, not all students have had the same quality of education in the department. Students who have been working primarily in the new curriculum met the objectives better than those who had taken more classes under the old plan. The addition of a faculty member has greatly improved the quality of instruction; therefore, the objectives have been more consistently met.

Biology

Biology reviewed two objectives (one and four). The alignment matrix demonstrates that objective one is connected to school objective three and objective four is connected to school objectives two and three. The department chair reported that students were generally meeting objective 1; however, the chair expressed concern that the Major Field Test scores are relatively low when compared to the national norm. Nevertheless, the department has seen improvement in the MFT scores since 2007. In order to improve students' performances for this objective, the chair has suggested implementing more comprehensive final exams or capstone projects. The chair reported that objective four is being met satisfactorily by students, and she credits the many opportunities that students have "to design scientific experiments through laboratory experiences."

Chemistry

Chemistry reviewed three objectives (one, three, and four). The alignment matrix demonstrates that objectives one and four connect to school objective three and that objective three connects to school objective two. The chair reports that, based on student and instructor responses to the end-of-course evaluation of objectives, all three evaluated program objectives are being met satisfactorily, with a score of 1.65; 1.50; and 2, respectively. Because Chemistry did not have any graduates in 2008-2009, the chair did not include any end-of-course work in the evaluation of how well students met the objectives.

Christian Ministries

Christian Ministries reviewed two objectives (one and two). The alignment matrix demonstrates that objectives one and two both connect to school objectives three and four. Based on the capstone/creative product, end-of-program exam, and faculty course reports, the chair is confident that the two objectives are being met adequately by the department. The chair attributes the department's success to logical and reasonable sequencing of classes through pre-requisites.

Communication and Theatre Arts

Communication and Theatre Arts reviewed three objectives (Goal 1, Objective 2; Goal 2, Objective 2; and Goal 3, Objective 1). The alignment matrix demonstrates that goal one, objective two connects with school objective three; that goal two, objective two connects with school objectives one and two; and that goal three, objective one connects with school objective 4. The chair reported that all of the objectives appear to be met, but since the department did not get 100 percent participation on the department

generated end-of-program exam, the data may not be accurate. The chair writes, however, that the program allows students multiple opportunities to demonstrate their fulfillment of the program objectives chosen for review in this report, and that those assessments verify that students have generally met those objectives successfully.

Language and Literature

Language and Literature reviewed two objectives: objective one and two. The alignment matrix demonstrates that objective one connects with school objectives two and three and that objective two connects with school objectives one and three. The chair reported that the two objectives normally would be assessed by the Major Field Test, the Senior Project, and the Advanced Composition course. The chair did not state how well the objectives have been met based on the data received, but did report that for the seven English majors who took the Major Field Test in 2008 and 2009, the average percentile score was 52.85. However, of those seven students, three scored above the 85th percentile, two more were at the mid range (45th and 50th), and two scored at the 5th. The chair observed that without the two lower scores, which the department felt did not accurately represent the ability of those two students, the average percentile was 72nd. A major concern in the department is the generally low response rate for end-of-course evaluations. Lack of data makes concrete assessment difficult. Also, in some cases, even the embedded data is not reported statistically, giving only a second-hand commentary. Secondly, classes with a large number of general education students appear to divide between majors and non-majors. In some cases, end-of-course evaluations reflect the divide with wide differences in ratings and comments. It is of concern to the LL Department because of affecting attitudes in our relatively small number of English Majors.

History and Government

History reviewed three objectives: goal one, objectives, one, two, and three. According to the alignment matrix, the first objective of goal one connects with school objectives two and three. The second objective connects with school objectives one and two, and the third objective connects with school objective three. Regarding the first and second objectives listed, the chair reported that students are meeting this objective as evidenced by the performance in Senior Thesis, results of the Major Field Test, and the End-of-Program Exam results. Objective three was more difficult to assess because this past year was the first year the faculty members currently in the department had the opportunity to assess this objective. The chair reported, however, that the department feels that students are capable of meeting this objective, based on the performance of two graduating students. The chair observed that his review of the data revealed that more time should be spent on content knowledge so that students' Major Field Test scores would rise. However, he expressed concern that doing so would be at the expense of objectives two and three. He also expressed concern at the degree of turnover in the department in recent years.

Honors Program

The Honors Program reviewed three course objectives: five, six, and seven, which correspond to the first program objective. According to the alignment matrix, the first program objective connects with school objective three. The program does not have a capstone/creative product or end-of-program exam, so the assessment of the fulfillment of this objective was based on course reports and instructor observation. The chair observed that students are not meeting this objective well enough. Because the program is missing a history professor at this time, any objectives related to the history portion of the program were not adequately covered or assessed. The chair observed that these objectives are appropriate and help students become creative and thoughtful leaders, so the objectives should not be changed. How the objectives are

achieved in class must be changed. The professor who completed the program report for the Honors program is no longer the chair of the Honors program, and it is likely that many changes will be implemented in the Honors program with the appointment of a new chair.

Mathematics

Math reviewed the first three of the five program objectives. According to the alignment matrix, the first two objectives connect with school objectives one and three, and the third objective connects with school objective two. Based on project completion and course scores, the chair reported that the first two objectives are being met satisfactorily. The chair reports that the second program objective is also being met satisfactorily (based on the course report data for MA392 and MA490 and on mathematics teaching opportunities for graduates). The chair reported a continual need for improvement in meeting objective three, based on course report data, student response data, faculty feedback, students' course grades, and scores on the end-of-program internal Mathematics Exam and MFT. Students have not shown evidence of being equipped for problem solving in the field of mathematics. The department has already made changes to its program to improve student outcome performance and will continue to assess those changes and recommend other changes to improve student learning as the data show the need.

Music (Bachelor of Arts in Music)

Music reviewed the four objectives listed under Goal One, which, according to the alignment matrix, all connect with school objective three. The chair reported that the current program review is based solely upon course reports from the full-time music faculty because the Capstone/Creative Product for the Department of Music is currently the Senior Recital, but the program has not had any graduates from the Department of Music in the last two years. As a result, recent end-of-program examinations are also unavailable. Regarding goal one, objective one, the chair reports that students indicated they did not feel they were meeting the objective. The instructor of the course that most aligns with this objective (MU 354) stated that most of the time in the class is spent on Western European classical music, with the music of other cultures reserved for the latter portion of the class. Student performance in meeting objective two was below average to average. Possible reasons given by the chair include the wide range of students' abilities and knowledge in any given theory class and not enough student attention given to homework exercises in the music theory workbook. The chair also reported that objective three is not being met by most students. Performance levels are generally low because students do not seem to be practicing; the department has observed that practice rooms are consistently empty. The evidence that objective four is being met also was not compelling. Nevertheless, the chair concluded that "students are meeting all objectives relatively well," which makes one wonder if there was other evidence that the chair did not include in the program report to substantiate that observation.

Psychology

Psychology reviewed four objectives: two, four, seven, and eleven. Based on the alignment matrix, objective two connects with school objective three; objective four connects with school objective two; and objectives seven and eleven connect with school objective four. The chair reported that objective two was minimally met by the cohort of students assessed in this program report. The chair observed that "low Major Field Test scores, and average-to-low average embedded assessment for this objective, along with information about the cohort, suggest that there are some delivery problems, but that there are cohort limitations as well." Regarding objective four, the chair observed that the evidence is "mixed." While students reported "being adequately prepared for the preliminary steps of critical analysis for primary source data," the final steps of the process were not adequately supported. Regarding objective seven, the

chair observes that students seem adequately prepared to address ethical concerns in research, but not adequately prepared for ethical treatment of clients. The chair reports that evidence suggests that objective eleven is being adequately to fully met. The department has a plan for correcting some deficiencies. These corrections should improve overall student performance in meeting all stated objectives.

Theology

Theology reviewed two objectives: one and two, both of which, according to the alignment matrix, are connected to school objectives three and four. The chair reports that the course reports suggest that students are meeting these program objectives adequately. The End-of-Program Exam and the capstone creative product demonstrated that a majority of the students who participated in those assessments had fulfilled objectives one and two. The chair noted that students seemed to meet these objectives best in the more difficult courses. He concludes that if students are sufficiently challenged, they will better meet the program objectives.

EVALUATION OF PROGRAM REPORTS:

While not all programs ended up assessing all school objectives, throughout the report, all school objectives were assessed. It was evident in most of the reports that chairs were thinking carefully about how their programs are meeting school objectives and aligning their program objectives with the mission of the college.

In general, the school objectives are being met through the various programs, with some weaknesses in certain objectives in some programs. Most of the programs that identified a weakness discussed possible corrections for that weakness and improvements in the program. However, other programs need to be more objective in their assessment of how well those objectives are being met. For instance, the data the Music program did not substantiate the claim that all assessed objectives are being adequately met. In addition, some chairs may need to be reminded that the program reports are limited to an assessment of program objectives and not perceived effectiveness of particular instructors.

UPDATE ON PROPOSED CHANGES FROM THE PREVIOUS ACADEMIC YEAR:

Since this is the first year for program reviews, there is nothing to update regarding progress in completing proposed changes.

PROPOSED CHANGES BASED ON ASSESSMENT DATA:

Some of the confusion from this year, using the wrong school's objectives, for example, will be corrected with experience. Chairs need to be reminded or given clearer instructions regarding what information is appropriate to include in a program review. Some might argue that because instructors are part of a program, their evaluation in this process is appropriate, but such evaluations distract from the purpose of assessing how well programs are meeting objectives. Chairs should also be encouraged to interpret their data objectively and fairly. To say that a program isn't meeting an objective means only that there is room for improvement in a program. Some departments, despite the data, seemed to not want to admit that certain parts of their programs could be improved.

ASSESSMENT OF OBJECTIVES IN THE SCHOOL OF PROFESSIONAL STUDIES

PROGRAMS FOR REVIEW:

Athletic Training
Exercise Science

Business
Music Education

Elementary Education
Sports Management

PROGRAM-TO-SCHOOL ALIGNMENT MATRICES:

Athletic Training

Program-to-School Alignment Matrix

| | <u>KNW (K), SKL (S), or VAL (V)</u> | <u>SPS Objective 1: Understand and apply Biblical principles to personal and professional life.</u> | <u>SPS Objective 2: Think critically and communicate effectively.</u> | <u>SPS Objective 3: Demonstrate knowledge and skills relevant to his/her chosen profession.</u> |
|--|---|---|---|---|
| O1 | <u>K,S</u> | | <u>X</u> | <u>X</u> |
| O2 | <u>K,S</u> | | <u>X</u> | <u>X</u> |
| O3 | <u>K,S</u> | | <u>X</u> | <u>X</u> |
| O4 | <u>K,S</u> | | <u>X</u> | <u>X</u> |
| O5: The student will demonstrate competency in knowledge and skills related to the plans, policies, and procedures by which athletic trainers organize and administrate athletic training programs. | <u>K,S</u> | | <u>X</u> | <u>X</u> |
| O6: The student will demonstrate competency in knowledge and skills related to ethical, legal, and other professional standards necessary for the safe practice of athletic training. | <u>K,V</u> | <u>X</u> | <u>X</u> | <u>X</u> |

Business

Program-to-School Alignment Matrix

| | <u>KNW,</u> <u>SKL,</u> or <u>VAL</u> | <u>SPS Objective 1:</u> <u>Understand and apply</u> <u>Biblical principles to</u> <u>personal and</u> <u>professional life.</u> | <u>SPS Objective 2: Think</u> <u>critically and</u> <u>communicate</u> <u>effectively.</u> | <u>SPS Objective 3:</u> <u>Demonstrate</u> <u>knowledge and</u> <u>skills relevant to</u> <u>his/her chosen</u> <u>profession.</u> |
|--|--|---|---|---|
| G101: Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. | <u>SKL</u> | | <u>X</u> | |
| G102: Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. | <u>VAL</u> | | <u>X</u> | |
| G103: will understand of the impact of communication in the business world. | <u>KNW</u> | | <u>X</u> | |
| G201 | <u>SKL</u> | | <u>X</u> | <u>X</u> |
| G202 | <u>SKL</u> | | <u>X</u> | <u>X</u> |
| G203 | <u>KNW</u> | | | <u>X</u> |
| G204 | <u>KNW</u> | | | <u>X</u> |
| G301 | <u>KNW</u> | <u>X</u> | | |
| G302 | <u>VAL</u> | <u>X</u> | | |
| G303 | <u>SKL</u> | <u>X</u> | | |

Elementary Education

Program-to-School Alignment Matrix

| | KNW (K), SKL (S), or VAL (V) | SPS Objective 1: Understand and apply Biblical principles to personal and professional life. | SPS Objective 2: Think critically and communicate effectively. | SPS Objective 3: Demonstrate knowledge and skills relevant to his/her chosen profession. |
|-----------|-------------------------------------|---|---|---|
| O1 | K,S | | X | X |
| O2 | K,S | | X | X |
| O3 | K,S | | X | X |
| O4 | K,S | | X | X |
| O5 | K,S | | X | X |
| O6 | K,S | | X | X |
| O7 | K,V | X | X | X |

Exercise Science

Program-to-School Alignment Matrix

| | <u>KNW, SKL, or VAL</u> | <u>SPS Objective 1: Understand and apply Biblical principles to personal and professional life.</u> | <u>SPS Objective 2: Think critically and communicate effectively.</u> | <u>SPS Objective 3: Demonstrate knowledge and skills relevant to his/her chosen profession.</u> |
|--|-------------------------|---|---|---|
| G101: Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. | SKL | | X | |
| G102: Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. | VAL | | X | |
| G103: Students will understand of the impact of communication in the exercise science world. | KNW | | X | |
| G201 | SKL | | X | X |
| G202 | SKL | | X | X |
| G203 | KNW | | | X |
| G204 | KNW | | | X |
| G301 | KNW | X | | |
| G302 | VAL | X | | |
| G303 | SKL | X | | |

Music Education

Program-to-School Alignment Matrix

| | KNW, SKL, or VAL | <u>SPS Objective 1: Understand Biblical principles as applied to personal and professional life</u> | <u>SPS Objective 2: Think critically and communicate effectively</u> | <u>SPS Objective 3: Demonstrate knowledge and skills relevant to his/her chosen profession</u> |
|---|-------------------------|--|---|---|
| G1O1: Students will be familiar with the musical history of world cultures. | KNW | | | X |
| G1O2: Students will demonstrate competency in elements of music theory. | KNW | | X | X |
| G1O3: Students will comprehend vocal and instrumental characteristics and functions. | KNW | | | X |
| G1O4: Students will gain knowledge of vocal and instrumental musical literature. | KNW | | | X |
| G1O5: Students will understand fundamental pedagogy, methods and approaches of K-12 vocal/instrumental music education. | KNW | | X | |
| G2O1 | SKL | | | X |
| G2O2 | SKL | | | X |
| G2O3 | SKL | | X | X |
| G2O4 | SKL | | X | X |
| G2O5 | SKL | | | X |
| G3O1 | VAL | X | X | X |
| G3O2 | VAL | | X | X |
| G3O3 | VAL | X | X | X |
| G3O4 | VAL | | X | X |
| G3O5 | VAL | X | X | X |

Sports Management

Program-to-School Alignment Matrix

| | <u>KNW, SKL, or VAL</u> | <u>SPS Objective 1: Understand and apply Biblical principles to personal and professional life.</u> | <u>SPS Objective 2: Think critically and communicate effectively.</u> | <u>SPS Objective 3: Demonstrate knowledge and skills relevant to his/her chosen profession.</u> |
|---|-------------------------|---|---|---|
| G1O1: Students will demonstrate the ability to communicate verbally, non-verbally, and through the written word. | SKL | | X | |
| G1O2: Students will demonstrate the ability to use appropriate communication methods and styles at appropriate times. | VAL | | X | |
| G1O3: Students will understand of the impact of communication in the sports management world. | KNW | | X | |
| G2O1 | SKL | | X | X |
| G2O2 | SKL | | X | X |
| G2O3 | KNW | | | X |
| G2O4 | KNW | | | X |
| G3O1 | KNW | X | | |
| G3O2 | VAL | X | | |
| G3O3 | SKL | X | | |

REVIEW OF PROGRAM REPORTS:**Athletic Training**

Athletic Training reviewed two objectives (five and six) this year. Through the alignment matrix, it is seen that objective five is connected to school objectives two and three, while objective six is connected to school objectives one, two, and three. The program chair reports that students have achieved great success in achieving both objectives, and have thereby achieved all three school objectives. It is important to note that the modes of input are senior-level courses, so when students complete the assessments, they have been able to take advantage of all the school has to offer with regard to these objectives.

Business

Business reviewed three objectives (one, two, and three). Through the alignment matrix, it is seen that all three objectives are connected to school objective two. The program chair reports that the objectives have been achieved with limited but acceptable success. The primary mode of input was a freshman-level course, where students have yet to take advantage of all of the services the school has to offer in the area of communication. It was also determined that while students do show the ability to think critically, there is much room for improvement.

Elementary Education

No report was received for this program.

Exercise Science

Exercise Science reviewed three objectives (one, two, and three). Through the alignment matrix, it is seen that all three objectives are connected to school objective two. The program chair cited a remarkable increase in the students' ability to meet these objectives from their freshman to senior years. The primary modes of input were the end-of-program exam and the capstone assignment. No changes were recommended.

Music Education

Music Education reviewed five objectives (one–five). Objectives one, three, and four align with school objective three. Objective two aligns with school objectives two and three. Objective five aligns with school objective two. The program chair reports that all objectives have been achieved, although the level at which they were achieved could be improved. The chair has outlined a plan for improvement on objectives one through four, with student performance related to objective five being cited as acceptable in its current state.

Sports Management

Sports Management reviewed three objectives (one, two, and three). All three objectives are connected to school objective two. The program chair reports that the objectives have been achieved with limited success. Course report data had the students achieving the objectives at a higher level than the end-of-program exam data. The program chair has recommended incorporating more opportunities to practice communication skills, rather than just showing knowledge of the skills.

EVALUATION OF PROGRAM REPORTS:

An underlying theme in this year's program reports was the focus on school objective 2 (critical thinking and communication). This was primarily because several programs used very similar program design matrices, which had communication and critical thinking objectives as the first third of the program objectives. Only one program, Athletic Training, addressed all three school objectives this year.

While not all school objectives were addressed by the program objectives evaluated this year, those that were addressed were addressed at a satisfactory level. In all cases, in programs for which objectives were not met in an exemplary manner, the programs are taking steps toward improvement. Data on the proposed improvements will be available in next year's program reports.

The only area of concern is the absence of a program report from Elementary Education. It should be noted, however, that this program does have substantial assessment data that is used for its professional accreditation, and that data shows exemplary student performance.

From the data provided in this year's program reports, it may be comfortably stated that the school objectives are being met at an acceptable level, taking into account that only one third of the program objectives have been evaluated substantially.

UPDATE ON PROPOSED CHANGES FROM THE PREVIOUS ACADEMIC YEAR:

As this is the first year using this assessment protocol, there were no proposed changes last year.

PROPOSED CHANGES BASED ON ASSESSMENT DATA:

The only change recommended is the process by which program reports are collected. The area for concern being addressed is the lack of timely program report submission by one program. An attempt will be made to mitigate this issue through a more proactive/aggressive approach to report collection by the Associate Dean in conjunction with the Director of Institutional Assessment.

Non-Academic Offices

The College's previous assessment plan revolved exclusively around student learning, but the new plan involves assessment of non-academic programs as well. This is the institution's first attempt to systematically and annually assess every non-academic department's progress toward intended outcomes. The plan calls for the employee who oversees each department to work with the Director of Institutional Assessment in writing measurable intended outcomes and discussing methods by which to assess those outcomes. Documentation of this planning occurs via the Assessment of Non-Academic Programs Worksheet. The worksheet contains places for directors to provide the following information:

- the institutional mission statement
- a departmental mission statement and an explanation of how it aligns with or supports the institutional mission
- intended departmental outcomes
- measures by which progress toward the intended outcomes will be assessed
- success indicators
- data summary and evaluation
- proposed use of results
- update on past actions taken as a result of assessment data

During the 2008–2009 academic year, four departments of twenty-five failed to complete the worksheet. For most departments that have completed the worksheet, intended outcomes are more operational in nature than they are idealistic. In the future, outcomes may be stated in more ambitious terms, but for the first year, the Director of Institutional Assessment felt that documenting even operational outcomes was a step in a positive direction.

As the 2009–2010 academic year begins, most department directors have completed the sections reserved for “data summary and evaluation” and “proposed use of results” for the first time, looking back on the “intended outcomes” they crafted at the beginning of the 2008–2009 academic year. At the beginning of the 2010–2011 year, they will submit an update on actions taken as a result of assessment data.

ASSESSMENT OF NON-ACADEMIC OFFICES

STUDENT LIFE:

Campus Ministries

Note: During the 2008–2009 academic year, the College employed a Chaplain for Academic Life and a Chaplain for Student Life. The worksheet for these two positions—as well as student chaplains—was combined that year. In summer 2009, however, organizational and structural changes produced a greater separation between the two chaplains. Now the College employs a single chaplain and a director of campus ministries. Due to these changes, the worksheets for these positions are being treated as “first-year” worksheets. That is, the sections reserved for “data summary and evaluation” and “proposed use of results” have not been completed.

Office Mission Statement

Through our creative and thoughtful leadership, we will provide opportunities for students to grow in their understanding of a maturing Christian faith.

Alignment of Departmental Mission with College Mission

As a department, we want to model the mission statement by the way we fulfill our jobs—being creative and thoughtful in the way we develop programs and interact with students, and by intentionally engaging in the maturation and growth of our own spiritual life.

As a department, we also want to provide many contexts for students to experience the challenges of leading, and opportunities for students to engage in their own spiritual growth and mature in their understanding of the Christian faith.

Intended Departmental Outcomes

1. Provide students with a variety of opportunities to increase their understanding of a maturing Christian Faith.

2. Provide students with leadership opportunities, drawing students into our mission as a department so that students are encouraged to minister to each other.

Assessment Measures

- Keep a record of all the opportunities for spiritual growth we have provided the student body.
- Keep a record of the opportunities for leadership we are offering students.
 - Meet with student leaders regularly to encourage growth and development.
 - Reflect with leaders at end of term of service about what they have learned during their experience.

Success Indicators

- Spiritual-growth opportunities have been diverse in nature. (Outcome 1)
- Student feedback indicates that opportunities have been helpful in developing faith. (Outcome 1)
- Meetings/testimonies of student leaders suggest that leadership opportunities allow students to effectively minister to others. (Outcome 2)

Data Summary and Evaluation

To be completed at the end of the 2009–2010 academic year.

Proposed Use of Results

To be completed at the end of the 2009–2010 academic year.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Student Government Association

Office Mission Statement

To serve students and develop leaders

Alignment of Departmental Mission with College Mission

1. Through the activities and organizations we oversee, we aim to provide opportunities for students to be creative and develop their strengths.
2. Our Student Chaplain will assist in chapel programming and all other aspects of student life that aim to encourage spiritual growth among SC students.
3. Provide opportunities for students to take on leadership positions.

Intended Departmental Outcomes

The SGA Executive Cabinet will:

1. Support the passions of the organizations by holding them accountable to advancing their mission/goals.
2. Facilitate two-way communication among students, faculty, staff and administration in order to understand one another.
3. Promote positive attitudes within the Sterling College community by intentionally fostering healthy relationships.
4. Model service to the Sterling College body by organizing at least one service project each month.
5. Empower more students to recognize and nurture their leadership skills.

Assessment Measures

1. Teach the administration, student chaplains, senate, faculty council, and organizations how to write their mission/goals, and then have them create their own.
2. To encourage communication, we will facilitate lunches with random people on campus to ensure their voices are heard.
3. Maintain a positive attitude and make ourselves available to hear students' concerns.
4. Each Executive Cabinet member planned and executed a monthly service project.

5. To target and encourage potential future leaders and host the weekly Leadership Success Program.

Success Indicators

1. During one of the first General Assembly meetings, each organization presented their new goals and mission statements to the Executive Cabinet and other organizations, which helped to keep them accountable.
2. Each Senator had a lunch meeting with Dr. Peters and Tina Wohler (along with five other students who the Senators invited) to discuss student concerns.
3. To promote positive attitudes toward SC, we feel the Senator/VP lunch meetings were very helpful, as well as a Senate forum where Dr. Peters and Tina responded to students' questions raised by senators.
4. Not only did each Executive Cabinet member attend and assist with the monthly service projects, but other members of the student body also attended and helped serve the campus.
5. Several new students have been elected to new leadership positions, and up to twenty students attended the Leadership Success Program.

Data Summary and Evaluation

1. The Director of Campus Activities attended at least one meeting of each organization to ensure that they were following their goals and mission statement.
2. The senators, Tina, and Dr. Peters all agreed that the meetings were successful and worthwhile in providing an avenue for communication between students and the administration.
3. We hope that SGA has an image of being open, helpful and available for the SC campus. We always leave the door open when someone has office hours and try to encourage communication with each student on campus.
4. Hopefully by modeling service as student leaders on campus, other students will follow our example and serve on campus as well.
5. I think LSP is very helpful. Not only does it train students to become better leaders, but it

also shows current leaders which students are interested in gaining leadership experience.

Proposed Use of Results

1. Some organizations complain about filling out all the paperwork about mission statements and goals, but I feel they are helpful. We will continue to execute this practice.
2. I feel the communication with the administration is one of the most important and most successful jobs of SGA this past year. We will definitely continue to invite Dr. Peters and Tina to as many senate meetings as we can and find other avenues to get involved with admin.
3. We will continue to have office hours and leave the door open. Also, in the future, we're hoping to have at least one SGA Cabinet member present at every campus activity. We want to continue to be an organization that is viewed as helpful and available as much as we can.
4. We're still doing monthly service projects, but in 2009-2010 we decided to serve a specific department on campus each month instead of just random projects. Each Vice-President (along with Dr. Maurer) will have a certain month in which we will serve them however we can.
5. While LSP has been successful in the past, this year we decided to change it a bit and invite more speakers from off-campus. While we have a lot to learn from on-campus leaders, we're looking forward to having the chance to learn from others outside of SC with different experiences and tips to share with us.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Residential Life

Office Mission Statement

Support the mission of Sterling College by facilitating the holistic development of students and by advancing the needs of the student body.

Alignment of Departmental Mission with College Mission

Not provided.

Intended Departmental Outcomes

The Student Life Office will:

- Provide opportunities for spiritual development.
- Develop Christ-centered servant leadership qualities and skills.
- Continually seek to improve the quality of campus life.
- Design and encourage student participation in effective out-of-class opportunities.
- Increase multicultural awareness, sensitivity, and appreciation.

Assessment Measures

- Grade monitoring
- One-on-one interaction with students
- Student life evaluations
- Educational/Social Program Evaluations

Success Indicators

- Higher Retention
- Lower number of students on academic probation
- Students making decisions for Christ
- Students taking leadership responsibilities on campus
- Lower number of complaints from students about dorm life
- Good RA and RD Evaluations
- Less disciplinary action needed

Data Summary and Evaluation

Housing Statistics

| Year | 2005 | 2006 | 2007 | 2008 | 2009 |
|----------------|------|------|------|------|------|
| # of Residents | 364 | 432 | 459 | 465 | 526 |

Discipline Statistics

| Semester/Year | Total # of Incidents | Alcohol Violations | Drug Violations |
|---------------|----------------------|--------------------|-----------------|
| Spring 2007 | 38 | 3 | 3 |
| Fall 2007 | 43 | 9 | 1 |
| Spring 2008 | 26 | 11 | 0 |
| Fall 2008 | 16 | 2 | 1 |
| Spring 2009 | 21 | 5 | 0 |

Over the last 5 years there has been a 31% increase in students living on campus. This fall semester our on-campus housing count is 526, which is up 11% from last year. From the discipline statistics spreadsheet you can see there has been a 46% decrease in the number of documented violations from the 2007-08 to 2008-09 academic years. There also has been a 65% decrease in the number of documented alcohol violations from the 2007-08 to 2008-09 academic years. After 5 semesters of having the same consequences for rules, I believe the residential life staff is able to focus more of their time and energy building relationships and community in their halls. One goal the residential staff has this year is to create a sense of pride and traditions for their halls. From dorm competitions to campus-wide activities, we are seeing students respond favorably to what is being planned.

Probation Statistics

- Fall 2006 15.3% full-time students on probation
- Fall 2007 8.5% full-time students on probation
- Fall 2008 8.8% full-time students on probation
- Fall 2009 8.7% full-time students on probation

Fall to Fall Retention Rates

| | |
|--------------------|-----|
| Fall 08 to Fall 09 | 76% |
| Fall 07 to Fall 08 | 73% |
| Fall 06 to Fall 07 | 67% |

Proposed Use of Results

There are several statistics that show we are making improvements in some areas (retention, discipline sanctions); however, there are still areas where we need to track better. We will begin to track other areas on a semester/yearly basis and monitor how affective we are being in different areas.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Campus Security

Office Mission Statement

Support the mission of Sterling College by providing a safe environment for the students.

Alignment of Departmental Mission with College Mission

Not provided.

Intended Departmental Outcomes

The Security Office will:

- Provide opportunities for spiritual development.
- Develop Christ-centered servant-leadership qualities and skills.
- Continually seek to improve the quality of campus life.
- Design and encourage student participation in effective out-of-class opportunities.
- Increase multicultural awareness, sensitivity, and appreciation.

Assessment Measures

- Student life evaluations on how safe students feel on campus
- Campus Crime Report comparison from previous

Success Indicators

- Higher Retention
- Lower number of students reporting theft
- Lower number of complaints from students about security
- Less disciplinary action needed

Data Summary and Evaluation

Housing Statistics

| Year | 2005 | 2006 | 2007 | 2008 | 2009 |
|----------------|------|------|------|------|------|
| # of Residents | 364 | 432 | 459 | 465 | 526 |

Discipline Statistics

| Semester/Year | Total # of Incidents | Alcohol Violations | Drug Violations |
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Proposed Use of Results

Continue to hold students accountable to the policies and be consistent in all actions. Continue to provide positive activities for students on-campus and in the residence halls.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Career Services

Note: No Assessment Worksheet was submitted for this office at the beginning of the 2008–2009 academic year, so this worksheet is being treated as a “first-year” worksheet. That is, the sections reserved for “data summary and evaluation” and “proposed use of results” have not been completed.

Office Mission Statement

The Career Services Office mission is to help students to formulate a vision for their lives that aligns their strengths, goals and academic interests.

Alignment of Departmental Mission with College Mission

This mission *contributes* to the College Mission, by helping students and alumni find their place in this world as they utilize 1) what they are learning in the classroom and 2) their God-given talents and abilities as they become “creative thoughtful leaders who understand a maturing Christian faith.”

Intended Departmental Outcomes

- Current Students
 - Connect with opportunities – using facebook, email, posters, cafeteria setup, and office visits
 - Part-time jobs
 - Internships
 - Full time jobs
 - Grad schools
 - Assessment tools to guide major and career selection
 - Conduct on campus get-togethers
 - “Working Lunches” – time for students to meet with alumni from their major to talk with them about their jobs and how they got where they are in life
 - Resume tutoring
 - Career assessment investigation sessions
 - Counsel
 - Undecided majors toward potential choosing a major

- Career decision-making related to chosen major
- Students looking for work-study work on-campus or in the community: AmeriCorps or private work
- Coach students through the use of OptimalResume (OR) – Resume Builder, Letter Builder, Portfolio Builder, Skill Assessment, Interview Prep, Website Builder, Resume GPS : sterling.optimalresume.com
- Non-Current Students including Alumni and Prospects
 - Many of the above will translate to the Alumni and prospect population

Assessment Measures

- Survey Monkey –
 - end-of-semester survey (to evaluate services given and for graduating seniors coordinating with other offices to cut down on number of exit surveys a student takes
 - biannual survey coordinated with the Alumni Office to meet the career needs of our alumni
- Internal list comparison of OptimalResume tool to current student population to evaluate percentage of each class using the OR tool
- SWOT analysis of current service providing methodology
- Research at least two other ACCK schools and two comparable CCCU institutions to determine their communication strategies and tools used with their student populations.

Success Indicators

- 76 people have logged in to date on the OptimalResume tool
 - 71 students, 3 instructors, 2 Resident Directors
- By December 2009
 - Increase use of OR to at least 25% of each class on campus

- Convert all e-portfolio files over to OR for continued use as the e-portfolio system is phased out
- 15% of currently enrolled students attend a campus get-together
- 50% of December graduates will come through our office for counseling about their career future after SC
- 100% response of December grads to the graduating senior survey
- Connect via facebook with at least 25% of each class on campus – 427 current “friends”—must segment into friend lists by class year
- Conduct monthly career working lunches between students and alumni/community leaders

Data Summary and Evaluation

To be completed at the end of the 2009–2010 academic year.

Proposed Use of Results

To be completed at the end of the 2009–2010 academic year.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Student Health Center

Office Mission Statement

Develop and promote proactive health and wellness concepts to provide for a healthy learning and working environment.

Alignment of Departmental Mission with College Mission

By promoting health and wellness for individuals as well as the Sterling College environment, the Health Center aids in fostering the development of mind, body, and soul and thereby contributes to the College's mission.

Intended Departmental Outcomes

The Student Health Center will:

- Be available for early intervention for health issues.
- Promote healthy living opportunities.
- Offer health educational information and options.
- Provide tools to direct self care.
- Foster and encourage proactive lifelong health skills.

Assessment Measures

Client feedback with:

- *Year-end survey about services used
- *Data obtained from service usage
- *Follow-up contacts with clients
- *Measurement of various services used by campus populations

Success Indicators

- *Health resources near campus are maintained.
- *Student participation in health-activity events is reasonable.
- *Students understand use of health services and resources.
- *The Health Center meets legal requirements regarding health information.
- *A healthy number of students take advantage of services provided.

Data Summary and Evaluation

1. I provided Health screening for students and employees in Blood pressure readings and other

vital signs as resources allowed. Due to decreased hours on campus, fewer screening clinics were offered but were available at the health center

2. Increased supplies of Sanitizer were available for viral and bacterial illness prevention. Decrease in reported cases of mono and strep illnesses were noted.

3. Various small-group discussions regarding topics of student choice. Fewer were available this semester DUE TO MORE EFFORTS PUT INTO PREVENTION of THE H1N1HEALTH CARE CONCERN

4. Medically approved Web site resources were offered. Guidelines on when to seek medical care were offered during Flu season. More time was spent on providing early care and follow-up care this semester trying to establish a safe policy to contain illness. Plan to offer more lunch-and-learn classes .

5. Students requested class on stress management. I have only been able to provide 1 per month. I was planning to provide 2-3, but due to limited hours on campus, less services were available

Proposed Use of Results

- Provide and encourage all campus health and wellness.
- Increase percentage of Students and Employees Active participation in clinics and class offerings.
- Enhance self care health education and good health habits.
- Determine the need for more clinical hours of available service.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Personal Counseling

Office Mission Statement

To provide support and counsel to help maintain the mental health of students so they stay capable of becoming creative leaders who understand a maturing Christian faith.

Alignment of Departmental Mission with College Mission

Help maintain the mental health of students so that students *stay capable* of becoming “creative thoughtful leaders who understand a maturing Christian faith.”

Intended Departmental Outcomes

- * Students will have the opportunity to address and resolve personal issues that impact their academic success.
- * Students will be capable of growing through their personal and mental health issues to become better equipped both academically and as servant leaders.

Assessment Measures

- * Satisfaction surveys will be offered each semester, online either in conjunction with the Health Center or Student Life Office or independently through the Counseling Office.
- * Case study performed by counselor would track the percentage of students who receive services who either withdraw or are dismissed from Sterling College each semester.

Success Indicators

- * Students would report favorable outcome or noticeable improvement of their issues upon completion of counseling.
- * Counseling service usage would increase as more students and staff become aware of services.

Data Summary and Evaluation

- Surveys collected insufficient data or data not directly related to whether or not students report counseling services as helpful. *Two suggestions:* one, to tailor questions more specifically to student’s perception of helpfulness of services or, two, for counselor to provide the student

receiving services a survey as a handout to complete and return.

- Information collected regarding student is also difficult to interpret as the counselor’s hours were reduced, thus reducing the number of clients seen.
- Percentage of time in clinical services has increased from 30-40% in 2008 to 50-60% in 2009.
- Case studies from fall 2007-fall 2009 indicate that of 59 students receiving services 36 went on to graduate or are still enrolled, and 23 have left SC.

Proposed Use of Results

- Counseling services now offered in the Health Center and the Student Life Office, providing more accessibility and visibility of counseling services for students.
- Mandatory counseling not required for students who have appealed a suspension. Not an effective use of counseling time.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

ACADEMIC AFFAIRS:**Library****Office Mission Statement**

Mabee Library serves the information needs of the Sterling College community.

Alignment of Departmental Mission with College Mission

In support of the library's mission statement and that of Sterling College, Mabee Library strives to offer a good selection of resources—both print and electronic—that support academic programs. The library also offers library instruction classes to assist students and faculty in using those resources. Mabee Library also has a small collection of non-academic titles with a Christian focus to provide variety for all reading interests.

Intended Departmental Outcomes

- To acquire, organize, and preserve library materials
- To assist in the use of library materials
- To provide instruction in effectively obtaining, evaluating, and applying information

Assessment Measures

- Feedback from faculty who scheduled library instruction for their classes
- Tracking departments and faculty members who schedule library instruction

Success Indicators

- Constant or increasing number of library instruction sessions offered each academic year
- Faculty representing a cross-section of academic programs indicating that library is meeting needs of all departments

Data Summary and Evaluation

- Preservation of library materials: All photos have been scanned and organized by box both electronically and physically. This was completed by August 2008. The Associate Director evaluated several options for digital archives. We have decided how we want to

organize the electronic archive but have not yet identified a software program that meets our needs in terms of cost and ease-of-use. We also need to secure server space before proceeding.

- Provide instruction: The Director and Associate Director taught 184 students across 13 classes in 2008-2009. This was down from our 2007-2008 totals of 210 attendees in 16 classes.
- Feedback from faculty: The faculty who have used library instruction in the past two years have provided positive feedback about the content covered. Two classes used "library resource scavenger hunts" that the Director created for each class. All faculty members who used library instruction were repeats from 2007-2008.

Proposed Use of Results

- Provide instruction: More promotion of the options (scavenger hunts, customized content) available in library instruction. Current communication is all via email, so some new methods of communication might help increase the number of faculty who use library instruction.
- Provide instruction: Creation of research FAQs for the top five classes with consistent high enrollments, i.e., Comp I and II, World Civ, and put these FAQs on the library website.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Registrar

Office Mission Statement

To assist in preparing students for a life of learning and leadership

Alignment of Departmental Mission with College Mission

1) A maturing Christian faith takes place throughout a life of learning, whether in a classroom, a job, or in the daily encounters of life. It becomes vital to provide the support service to aid in the accomplishment of academic goals, whether it be in the completion of a degree or providing the academic background to move into a specialized program.

2) As we prepare students to become “creative and thoughtful leaders,” we must provide the students, not only with the tools and background to become leaders but also with the documentation of their accomplishments of learning.

Intended Departmental Outcomes

- 1) To monitor student records, aiding the student in meeting academic goals, leading to student accountability
- 2) To maintain accurate records for students, providing support services for students and faculty
- 3) To implement and maintain all aspects of academic enrollment and records for students, past and present, providing resources and support services
- 4) To administer policies consistently as defined in the Sterling College Catalog
- 5) To safeguard the security of each Sterling College academic record
- 6) To help students achieve the ultimate goal of graduation

Assessment Measures

- 1) Academic record and degree audit availability through JICS
 - o Student declarations of majors
- 2) JICS implementation providing:
 - o Online grading
 - o Online information for advising
 - o Online enrollment

- 3) JICS implementation providing:
 - Online information for advising
 - Online enrollment
 - New Student Enrollment
 - Entry of transfer courses
 - Issuing of transcripts for current students and alumni
 - o Number of requests processed
 - o Timely delivery of transcripts
 - Academic Catalog Development
 - Course Schedule Development
- 4) To administer policies consistently as defined in the Sterling College Catalog
- 5) FERPA evaluation and compliance
- 6) Final evaluation of degree audits
 - Conferring of degrees
 - Awarding of academic honors

Success Indicators

- 1) Implementation of JICS for student and faculty use
Timely major declaration by students
- 2) JICS use by faculty
- 3) Use of JICS for advisee information
 - Enrolling a majority of the new students prior to their arrival on campus
 - Number of transcripts processed
 - Percentage of transcript delivery within one week
 - Less than 5% processing error in issuance of transcripts
 - Development and publication of academic catalog in accurate and timely manner
 - Publication of the Course Schedule in hard copy and on the Web for use in advising
 - Evaluation and entry of transfer courses in a timely manner
- 4) Success indicator?? We just do it!
- 5) Number of transcript processed and documented
Required yearly FERPA notification to students
- 6) Percentage of students graduating when declared

Data Summary and Evaluation

- 1) A major accomplishment in the 2008-2009 academic year was the implementation of

JICS. While partially implemented in the prior years, it was not available for use in academic advising. Faculty advisors now have available for review at any time the most up-to-date record of the student enrollment, transcript and degree audit, providing enhanced data for academic advising purposes. This was previously provided once a semester, just prior to advising. The degree audit was not available until sometime in the student's junior year. The entry of the student enrollment is now taking place in the advising appointment, providing immediate feedback regarding closed classes and enrollment revision. The students can now view through JICS grade reports, unofficial transcripts, degree audit and course needs, a major projection, and gpa projection. This information is available at any time.

Students are declaring majors in a more timely manner partially as a result of the implementation of JICS for advising. The pairing of students with faculty advisors from the department of interest has led to greater impact in the declaration process. We believe that faculty within the department of interest have played a greater role in urging the student to declare prior to advising for the next term. The following data supports this theory: (This data reflects major and student counts three weeks into the fall term of the 2009-2010 academic year.)

- First-time freshmen: 76.8% Undecided
- Freshman: 23.6% Undecided
- Sophomore: 13.7% Undecided
- Junior: 3.6% Undecided (4 of 112 students are undecided. Two of the four students are new transfers to Sterling College in fall 2009.)
- Seniors: 85% are Undecided (We have one new transfer in fall 2009 who has not yet declared his major, although he has been paired with the appropriate department throughout the admission and advising process. He simply needs to declare.)

The Registrar's Office is pleased with the statistics above. We are not surprised by the results of the first-time freshman declaration. We believe that many of our new freshmen are not ready to immediately declare a major. However, our goal is to have 75% declaration by the end of the sophomore year. We are well above that goal.

- 2) Faculty can access immediately updated rosters through JICS, and they have the ability to enter grades directly through the portal as well. The implementation of JICS for faculty use throughout advising is providing improved, up-to-the-minute information for faculty advisors. This information is also available to students through the JICS portal.
- 3) See Success Indicators below:
 - The Registrar's Office maintains the setup of the student records and the portal to provide access to online enrollment.
 - Approximately 95% of our new students for the fall term of the 2009-2010 academic year were enrolled prior to their arrival on campus.
 - Transcripts of transfer coursework were evaluated throughout the summer as official transcripts were received. Transfer courses for transfer students have been entered into the computer program prior to the 20th day reporting. Transfer courses for first time freshmen will be entered and available for review for advising and enrollment in October.
 - 902 transcript requests were processed during the 2008-2009 academic year. Throughout these requests, 1,274 transcripts were distributed. 94% of these transcripts were distributed within one week of receipt of the request.
 - The 2009-2010 Course Schedule was developed with recommendations from faculty and published online via the Web and JICS portal. Hard copy is

- available for review at the Registrar's Office
- The 2009-2010 Academic Catalog was sent to the published for hard copy and CD duplication in late July.
- 4) To administer policies consistently as defined in the Sterling College Catalog: How do we measure this? We just do it on a daily basis. We reference the catalog as we talk about policy with students and faculty. General e-mail announcements are sent to students, especially regarding calendar driven policy. A brief introduction to policy and where it is located in the Catalog was given to new students during orientation. A CD copy of the 2009-2010 Catalog was distributed to all of the new students.
- 5)
- Annual FERPA notification was distributed to students via campus mail. It was also published in the Catalog and Student Handbook
 - Strict guidelines and procedures are followed in the distribution of transcripts.
 - Annual FERPA notification was distributed to students via campus mail. It was also published in the Catalog and Student Handbook.
 - Strict guidelines and procedures are followed in the distribution of transcripts.
- 6)
- 94% of students graduated within the academic year they declared they would graduate in. This figure was somewhat difficult to determine as many students declare based on the number of years out of high school rather than based on consideration of the realistic picture of requirements to be met. That being said, we are continually tweaking and adjusting this timeline with the student. The students who adjusted their graduation date from spring to summer did so because of failed classes, low major gpa, or because they took classes

during the summer. Each summer, the Registrar reviews the degree audit of all students who have declared graduation for the coming year, followed by students who have not declared graduation but have earned at least 85 credit hours. She then, at the beginning of each term, reviews the audit and enrollment record of each prospective graduate declared for that respective term to confirm that the student is enrolled in all courses needed for completion of the degree and to alert the student to gpa issues. While this is a very cumbersome task, this has pointed out deficiencies numerous times while there was still time to rectify the problem.

Proposed Use of Results

The areas assessed overall were met with positive results. However, we would like to implement the following:

Student use of JICS: While we send instructions to students on how to access the various functions of JICS, we would like to develop a link within the intranet web page so that the students have access at any time to the instructions.

While more of an attempt was made to introduce the new students to catalog and academic policy, we feel it will be beneficial to develop a Q and A information sheet that can be placed in new student packets and distributed in that manner. It can possibly be placed on the Web as well—not only for student use but also for parents to review.

We are meeting the required FERPA notifications. However, more training is needed for faculty and staff in this area.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Writing Center

Office Mission Statement

Equipping students to be writers of academic and professional integrity

Alignment of Departmental Mission with College Mission

- Good writing, whether *academic* or *professional* in nature, should demonstrate “creative and thoughtful” leadership to some degree, as these types of writing are often reflective or originality and problem-solving skills.
- *Integrity* in writing relates to honesty—proper documentation of sources, honest acknowledgment of legitimate objections in argumentative papers, etc. A connection, therefore, exists between writing of “academic and professional integrity” and creative and thoughtful leadership from the perspective of a “maturing Christian faith.”

Intended Departmental Outcomes

The Writing Center will:

- increase student understanding about the writing skills that students wish to develop
- generate student interest in non-credit, self-improvement learning opportunities related to writing skills
- provide students with and direct them to helpful writing resources
- involve faculty in learning opportunities and activities
- provide information about and incorporate into instruction the relationships between “academic and professional integrity” in writing and creative and thoughtful leadership from the perspective of a “maturing Christian faith”

Assessment Measures

- faculty feedback forms
 - Did students who attended tutorial sessions—whether sessions were led by faculty or the Writing Center Director—benefit?
 - Did students improve in the areas that faculty identified as weak within their programs?
- student feedback forms

- record-keeping related to student use of Writing Center
- record-keeping related to student attendance at not-for-credit instructional events

Success Indicators

- Faculty members testify to student improvement in the areas for which students seek help.
- Students indicate increased level of understanding and confidence in the areas for which they seek help.
- Student use of the Writing Center reasonably corresponds to number of students enrolled in writing or writing-intensive courses (66%).
- Attendance at not-for-credit instructional events reaches 33% of attendance capacity.
- On surveys, students indicate an increased level of understanding between the College mission statement and the departmental mission statement.

Data Summary and Evaluation

- Student survey results indicated that sessions were generally helpful.
- Due to coordinating and writing the College’s self study for reaccreditation—and coordinating a major transition in the institution’s assessment efforts—I was not able to offer non-credit, self-improvement opportunities in the evenings as I had hoped.
- I produced six worksheets and one handout that are available on the Writing Center’s Web site. These worksheets were quite helpful during one-on-one sessions and during a presentation a made to one professor’s class. More importantly, when using these worksheets with students, I was able to see what was most and least effective about them and what other topical worksheets would benefit students even more. At least one composition professor used some of the worksheets in class. I also e-mailed the student body and let them know what style manuals were available in the Writing Center.
- Due to coordinating and writing the College’s self study for reaccreditation—and coordinating a major transition in the

institution's assessment efforts—I was not able to work with faculty as I had hoped. At the beginning of the academic year, however, I did solicit information about what style manuals were used in each discipline, and faculty have agreed that only one style manual—the one used most frequently in the graduate programs related to the discipline—should be used in the department. Faculty have become more intentional about telling students to cite information in accordance with the citation style most common to the discipline.

- Instruction about the relationships between “academic and professional integrity” in writing and creative and thoughtful leadership from the perspective of a “maturing Christian faith” occurs some when I work with students one on one.

Proposed Use of Results

- Offer non-credit, self-improvement opportunities in the evenings during the spring 2010 semester.
- Continue to develop handouts and use anecdotal guidance about which ones to develop first.
- Offer more frequently to speak in faculty members' classes. The opportunities I've had to do this so far have benefitted both students and the Writing Center (due to student feedback).

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Office of Institutional Assessment

Office Mission Statement

To coordinate, plan, and report about activities and processes that foster alignment between the College's mission and actions.

Alignment of Departmental Mission with College Mission

The mission of the Office of Institutional Assessment is to help the College continually improve its ability to meet its stated mission.

Intended Departmental Outcomes

1. Promote more intentional alignment between curricula and the College mission statement.
2. Promote more intentional alignment between non-academic activities and the College mission statement.
3. Generate data that informs improvement efforts in both academic and non-academic programs.

Assessment Measures

1. Instructional meetings and sessions with all employees directly involved with aligning mission and activities
2. Reports from all employees involved with aligning mission and activities
3. Annual Institutional Assessment Report

Success Indicators

1. Instructional meetings occur with all parties to explain mission and alignment and continuous improvement efforts.
2. All parties directly involved in aligning mission and activities submit required assessment reports.
3. The Annual Institutional Assessment Report is distributed to all internal constituencies and is referenced in planning.

Data Summary and Evaluation

1. Curriculum alignment matrices in academic programs improved upon my request to have program chairs align relevant program objectives with the "maturing Christian faith" aspect of the mission.

2. More offices submitted Non-Academic Assessment Worksheets at the beginning of the 2009–2010 academic year. Now only a couple of offices remain.
3. Based on the first year's activities from the new Assessment Plan, faculty have stated improvements they would like to make in their programs. Some data from legacy standardized testing has also been generated.

Proposed Use of Results

- Continue to build understanding of how all of the alignment activities are meaningful.
- The intended outcomes for the first year were basic. Since they were achieved, intended outcomes should become more specific and more ambitious.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Academic Support

Note: No Assessment Worksheet was submitted for this office at the beginning of the 2008–2009 academic year, so this worksheet is being treated as a “first-year” worksheet. That is, the sections reserved for “data summary and evaluation” and “proposed use of results” have not been completed.

Office Mission Statement

To help students be and become academically successful

Alignment of Departmental Mission with College Mission

By helping students develop academic skills, the Academic Support Office is playing a role in helping students become creative and thoughtful leaders.

Intended Departmental Outcomes

1. Help struggling and/or less academically prepared students develop the academic skills necessary for success at Sterling College.
2. Work with faculty and students to ensure that students with verified learning disabilities are afforded appropriate accommodations.
3. Provide a study hall atmosphere that is both welcoming and helpful.

Assessment Measures

1. Grades in GD104: Academic Success; Grades from tutored students; Anecdotal information from tutors
2. IEPs; Communication with faculty and students
3. Study hall records

Success Indicators

1. All/most students pass GD104: Academic Success; Tutored students pass classes and/or improve their grades after being tutored; Tutors indicate that the students they tutor are learning.
2. All students receive the necessary accommodations.

3. Students attend scheduled study hall sessions.

Data Summary and Evaluation

To be completed at the end of the 2009–2010 academic year.

Proposed Use of Results

To be completed at the end of the 2009–2010 academic year.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Chaplaincy

Note: During the 2008–2009 academic year, the College employed a Chaplain for Academic Life and a Chaplain for Student Life. The worksheet for these two positions—as well as student chaplains—was combined that year. In summer 2009, however, organizational and structural changes produced a greater separation between the two chaplains. Now the College employs a single chaplain and a director of campus ministries. Due these changes, the worksheets for these positions are being treated as “first-year” worksheets. That is, the sections reserved for “data summary and evaluation” and “proposed use of results” have not been completed.

Office Mission Statement

The Sterling College Office of the Chaplain will provide opportunities for students to grow in their understanding of a maturing Christian faith.

Alignment of Departmental Mission with College Mission

Alignment with the College mission is implied in the Office mission.

Intended Departmental Outcomes

1. Provide students with a variety of opportunities to increase their understanding of a maturing Christian Faith.
2. Ensure that students are engaging in spiritual formation opportunities.

Assessment Measures

- Records of all the spiritual-formation opportunities offered to the student body
- Records of institutionally required attendance at spiritual-formation events

Success Indicators

- The Office provides opportunities for students at various places in their spiritual development.
- The number of students who fail to meet spiritual-formation requirements is minimal

Data Summary and Evaluation

To be completed at the end of the 2009–2010 academic year.

Proposed Use of Results

To be completed at the end of the 2009–2010 academic year.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

INNOVATION AND TECHNOLOGY:**e.Sterling****Office Mission Statement**

The mission of e.Sterling is to deliver unique educational programs that unite societal needs and non-traditional learners.

Alignment of Departmental Mission with College Mission

- e.Sterling/Sterling College Online provides students an opportunity to understand and learn about a “maturing Christian faith.” Typically, these students are those who would otherwise not be able to have such an experience due to family and professional obligations.
- Online learning is not a perfect fit for all students. Therefore, it requires “creative and thoughtful” motivation and leadership to accomplish the tasks set before the learners. Sensitivity to societal needs will inform which programs are developed for online delivery.

Intended Departmental Outcomes

e.Sterling will:

- generate student interest in unique academic programs essential to the needs of others. (See Success Indicator #3 on the following page.)
- deliver programs that are wanted and needed by learners. (See Success Indicators #1, 2, and 5.)
- deliver and maintain programs that instill learner confidence in engaging the profession(s) related to the programs(s). (See Success Indicators #1, 2, and 5.)
- provide quality customer support that helps prospective students become enrolled students. (See Success Indicator #3.)
- provide quality customer service and program infrastructure to help students adequately address administrative aspects of distance learning and consequently complete programs. (See Success Indicator #4.)

Assessment Measures

- student evaluation forms
- program viability reports
- enrollment/participation reports
- graduation rates
- student success rates after graduation

Success Indicators

1. Student feedback indicates program met needs.
2. Programs are well received and self-sustainable.
3. Conversion of application number to enrollment numbers reasonably meets standards (50%).
4. Graduation rates are reasonably high (90%+).
5. Student feedback indicates students completing programs have no problem continuing a career related to the program.

Data Summary and Evaluation

e.Sterling has:

- Generated student interest in the unique academic programs offered through e.Sterling by effectively marketing the programs that meet the needs of others. Such marketing tactics, not too far from the traditional campus marketing strategies, include radio advertisements, print advertisements, online advertisements, open houses, and business and college fair participation. This has aided in the successful conversion of 53.91% of applicants to enrolled students in the last academic year.
- Continued to offer programs that are wanted and needed by students. Customer feedback, field placement representatives, and market research has led to the development of current online programs/initiatives. Success points to the near future break-even point, where the income generated by the programs surpasses that of the expenditures, making the department/programs self-sufficient. To date, the program has met all but two (2) enrollment goals, narrowly missing those targets. Survey results show that the programs are meeting the needs of the

learners, allowing them to accomplish their personal goals. Feedback has yet to be provided regarding continuation and success in related careers due to a limited number of graduates and the age of the programs. More detailed information will be gathered and processed once adequate graduates have completed their programs.

- Continued to provide quality customer support and service that aide in the unification of the non-traditional learners' and societal needs. Data shows average conversion rates of 2.02% inquiries to applicants and 53.91% applicants to enrolled students for all programs combined. When programs are differentiated, the conversion rates are as follows:
 - Theology Programs:
 - Inquiry to Applicant – 0.66%
 - Applicant to Enrolled – 61.11%
 - Education Programs:
 - Inquiry to Applicant – 37.98%
 - Applicant to Enrolled – 50.63%
- Adopted and encouraged all students to utilize the same administrative processes as exist on campus for traditional students. This promotes an exemplary feeling that the online students are nonetheless students and are held to the same high standards as traditional students. Positive results are expected with high graduation rates to be calculated at the end of the next academic year.

Proposed Use of Results

e.Sterling will:

- Continue to search for unique marketing opportunities that present the programs to the students for which the programs are a perfect mold. This also includes the pursuit of new marketing techniques that may contribute to the overall success of course offerings.

- Continue to expand course offerings into other unique areas that unite societal needs with non-traditional learners.
- Look to refine the process of student success after graduation. Although current data is not available to indicate the success of graduating students, this data will be collected (upon ample student graduation) and utilized to develop techniques that will assist students in chosen career paths. Currently, opportunities of field experience/practicum allow for students to begin exploring job opportunities.
- Work to improve overall inquiry-to-applicant conversion rates, especially in regard to the Theology programs, in a better effort to increase student success rates. Attention to details will be an important part of this process as we reflect on success indicators from the education programs. Using this data will help determine the processes that cause the conversion rates of the Education programs to be higher than those of the Theology programs.
- Continue to refine student administrative processes that best meet the needs of the non-traditional learner. We will continue to encourage counselors and advisors to direct students toward the mirrored processes that surround academic and financial procedures. We will continue to impress upon the students that they are indeed Sterling College students. The only difference is the delivery method of the courses they take.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Information Technology

Office Mission Statement

The mission of the SCIT department is to complement the academic mission and objectives of the college by focusing on service in a servant-leadership format, through innovative practices and a strong technological infrastructure.

Alignment of Departmental Mission with College Mission

- By providing a service in a servant-leadership format, SCIT will support the development of creative and thoughtful leaders.
- Having a strong technological infrastructure and being innovative assists in providing the best technology for the needs of Sterling College.

Intended Departmental Outcomes

SCIT will:

- provide the highest quality IT support to faculty, staff, and students, within its capabilities, in a timely fashion
- continue to provide technology that best fits the needs of the employees and students, within established budgets
- provide a reliable, secure, and user-friendly information system throughout the campus

Assessment Measures

- SCIT Tech Request Forms
Speed and quality of SCIT response
- Inventory Tracking System
Physical security and reliability of information system
- Tracking of down time of network equipment
- Tracking of network abuse

Success Indicators

- As indicated through our SCIT tech request system, SCIT has responded to and completed 90% of tech requests within 3 days of submission.
- By tracking our inventory, SCIT will annually determine security and reliability

of the campus system in a report to be shared with the VP for Innovation and Technology.

- Through the tracking of our network downtime and aside from upgrades, the servers on campus will experience no downtime.
- As indicated through our network security solution (TTC by Lightspeed Systems), we will have no downtime due to attacks and network abuse.

Data Summary and Evaluation

- SCIT has provided high quality IT support to faculty, staff, and students as quick as we were able to.
- Due to the loss of an IT staff member, SCIT has been unable to complete 90% of tech requests within our 3-day timeline.
- Along with the upgrade of many infrastructure and server components, SCIT has continued to provide technology that best fits the needs of our users.
- The campus information system has been secure as we have had no downtime due to attacks or abuse.
- We have had some reliability issues due to some major infrastructure upgrades that included the firewall and e-mail servers. In upgrading our firewall, we ran into issues with our wireless network that we were able to address. We have also had some downtime due to our Internet Service Provider (Cox Communications).
- Overall, we have had a secure and reliable network.

Proposed Use of Results

- SCIT will continue to provide friendly, high-quality support within a timely fashion that we are capable of.
- In an effort to provide faster support, and also depending on the budget available, SCIT will consider the possibility of hiring the position back that we lost.
- To maintain the reliability of our network, SCIT will, along with the VP for Innovation and Technology, create a strategic plan that includes security audits and network evaluations.

- In the strategic plan, we will address ways to continue to provide the latest, but appropriate, technology to faculty, staff, and students.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

DEPARTMENT OF THE CHIEF FINANCIAL OFFICER:

Business Office

Office Mission Statement

The purpose of the Business Office is to support the mission of Sterling College by providing planning, management and accountability to all of its financial, physical and human resources.

Alignment of Departmental Mission with College Mission

Stewardship of the College's financial, physical and human resources is critical to the task of developing creative and thoughtful leaders.

Intended Departmental Outcomes

- Deliberately provide and maintain the resources necessary for superb higher educational efforts.
- Maintain and sustain fiscal responsibility and oversight within all departments of the college.

Assessment Measures

- Financial obligations
- Cash flow (Accounting records)
- Feedback about benefit programs
- Risk assessment

Success Indicators

- Sterling College has met its financial obligations.
- A flow of resources not only meets the needs of the day but also provides for sustainability and growth.
- Employees are pleased with their benefit packages and it is meeting their needs. (Measured by the feedback referenced in the box above.)
- The College has protected itself and its assets through adequate insurance coverage.

Data Summary and Evaluation

- Provided, monitored, and maintained the resources necessary to support the educational efforts of the institution.

- Obtained improved insurance coverage while reducing costs through a collaborative relationship with the KICA.

Proposed Use of Results

Meeting the above outcomes required utilizing a short-term credit facility that the institution had put into place for the purpose of navigating through a dramatically changed financial environment. As the economy recovers, the institution should reduce its short-term debt and its dependence on the credit facility.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Maintenance/Plant Services

Office Mission Statement

Supporting students, faculty and staff in their endeavors by maintaining facilities and grounds

Alignment of Departmental Mission with College Mission

- By maintaining the facilities and grounds in an acceptable manner, we allow the students to focus on their academic, spiritual and social growth.
- We also strive to help our staff develop their faith as well through examples in leadership and through service to and interaction with fellow employees and students.

Intended Departmental Outcomes

The Maintenance Department will:

- maintain campus facilities
- assist in upgrading facilities to better serve students
- give students an opportunity to serve their peers by helping to maintain their residences through work-study positions
- Give those students a glimpse of post-graduate expectations in the work force through responsibility and accountability

Assessment Measures

- record keeping of work orders
- record keeping of work-study attendance
- room condition reports
- regular employee evaluation
- evaluation of work study students

Success Indicators

- work-study students who are struggling with attendance and performance issues begin to understand the expectations of their job duties
- we receive fewer complaints from faculty, staff and students
- internal review of work orders

Data Summary and Evaluation

- Campus facilities have been maintained.

- Facility upgrade projects have been implemented.
- Work study program is up and running well.
- Students are held accountable for their time & quality of work.

Proposed Use of Results

- To gauge our efforts at maintaining campus facilities in good operational condition
- To access which projects are priorities
- To continue to build relationships with students
- To help build and grow our students towards successful careers and lives

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Bookstore

Office Mission Statement

In an efficient and customer-friendly manner, the Bookstore provides instructional materials and other physical resources needed to help Sterling College achieve its mission.

Alignment of Departmental Mission with College Mission

Alignment is implicit in the departmental mission.

Intended Departmental Outcomes

The Bookstore will:

- work closely with faculty to have the right textbooks in stock each term, in quantities to meet students' needs, at competitive prices. **(efficient—customer-friendly—instructional materials—help the College achieve its mission)**
- obtain a competitive number of used textbooks. **(efficient—customer-friendly—instructional materials—help the College achieve its mission)**
- stock school and office supplies commonly needed by faculty, staff and students, and place special orders as needed for less-common items. **(customer-friendly—other physical resources—help the College achieve its mission)**
- stock a variety of Sterling College clothing and souvenirs and thus help create a sense of pride in the College's mission. **(customer-friendly—other physical resources—help the College achieve its mission)**
- stock other merchandise as space and customer demand allows (i.e. Christian books, music, and greeting cards; sundries, gifts, etc.) and thus generate store traffic to help more mission-related sales. **(customer-friendly—help the College achieve its mission)**
- provide services as deemed advisable by the College administration and bookstore management (i.e. college rings, graduation announcements, dry cleaning). **(efficient—physical resources—help the College achieve its mission)**

Assessment Measures

- Book order forms **(working closely with faculty to have the right textbooks in stock each term, in quantities to meet students' needs)**
- Sales and purchase records **(quantities to meet students' needs—stocking a variety of Sterling College clothing and souvenirs and thus helping create a sense of pride in the College's mission)**
- Records about costs of books at Sterling College Bookstore vs. other places **(competitive prices)**
- Records about the number of used books **(obtaining a competitive number of used books)**
- Records of special orders declined **(place special orders as needed for less common items)**
- Physical layout of store **(stocking other merchandise as space and customer demand allows)**
- Records of extra time and personnel required **(providing services as deemed advisable by the College administration and bookstore management)**

Success Indicators

- Timeliness and comprehensiveness of book-order form distribution to faculty **(book order forms)**
- Efficient balance between having enough inventory and too much **(sales and purchase records)**
- Sterling College Bookstore is reasonably competitive with other textbook suppliers **(Records about costs of books at Sterling College Bookstore vs. other places)**
- Annual ratio of used books to new books is 40% used **(records about the number of used books)**
- Bookstore accommodates most special orders—numbers will be subjective. Honest assessment expected in the boxes below. **(records of special orders declined)**
- Layout of store does not have an unreasonable amount of open space, especially if special orders are being turned down because of a space issue **(physical layout of store)**

Employee timesheets/budget lines for personnel
(records of extra time and personnel
required)

Data Summary and Evaluation

The Bookstore has:

- Worked closely with faculty to have the right textbooks in stock each term, in quantities to meet students' needs, at competitive prices. We notify faculty as we learn about new textbooks in preparation and provide them with publisher contact information. Many parents and students with experience purchasing textbooks at other college bookstores have told us that our prices are lower, and others have told us that our prices are competitive with online booksellers as well.
- Obtained a competitive number of used textbooks. More than 50% of our textbooks are used. Not only do we buy textbooks from the students at the end of each term to sell to other students during the next term, over half of the books we order from outside sources are used copies. This is a result of changing our used textbook order procedure to begin ordering earlier.
- Stocked school and office supplies commonly needed by faculty, staff and students, and placed special orders as needed for less common items. We try to find and stock items that people ask for fairly often and place special orders for items less often requested.
- Stocked a variety of Sterling College clothing and souvenirs and thus helped to create a sense of pride in the College's mission. Every year students and employees tell us that our selection is the best ever!
- Stocked other merchandise as space and customer demand allows (i.e. Christian books, music, and greeting cards; sundries, gifts, etc.) and thus generated store traffic to help more mission-related sales. Christian book, music and greeting cards sales are still strong, but we have cut back on other non-college related merchandise due to the opening of Dollar General across the street.

Instead we have expanded our selection of Sterling College souvenirs.

- Provided services as deemed advisable by the College administration and bookstore management (i.e. college rings, graduation announcements, dry cleaning). We also sell diploma frames and replicas of the "Divine Servant" statue. Other services include check cashing, coupons sent out for students' and employees' birthdays, employee discounts and clergy discounts.

Proposed Use of Results

We will continue to provide the best materials, merchandise and services we can given our limitations in space and personnel, listening to our customers and adjusting procedures as needed. We look forward to the possibility of a future move to a larger space and the opportunity to provide a wider variety of merchandise and services to the College students, employees, alumni, friends and the community.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

ATHLETICS:

Athletics

Office Mission Statement

The Athletic Department develops student-athletes who demonstrate character, competence, and a commitment to community.

Alignment of Departmental Mission with College Mission

Competence—Competent student-athletes demonstrate “thoughtful leadership” by

- striving for excellence in all they do
- exercising discipline and habits that will enable lifelong achievement

Character—Student-athletes with character demonstrate their understanding of a “maturing Christian faith” by

- exhibiting personal traits common to success from a Christian worldview
- growing as influential leaders

Community—Student-athletes who are committed to community demonstrate “creative leadership” by

- finding/identifying ways to give of themselves to the team generously seeing and encouraging the best in all people

Intended Departmental Outcomes

Student-athletes will demonstrate:

- Competence
- Character
- Commitment to community

Assessment Measures

- End-of-season Likert scale ratings based on coaches’ observations
- End-of-season interviews with first-year and final-year student athletes

Success Indicators

1. Student-athletes will score at or above a certain level on Likert scale ratings for each of the following categories:

- Competence
 - Focus

- Persistence
- Energy
- Consistency
- Organization
- Ability to perform necessary athletic tasks
- Character
 - Behaviors that are consistent with and *not* inconsistent with biblical teaching
- Commitment to community
 - Generosity
 - Flexibility
 - Encouragement
 - Humility
 - Optimism

2. Scores show improvement from one “testing point” (1st season) to another (final season).

Data Summary and Evaluation

Data from seven teams has been used in this report. The seven teams were:

- Men’s Basketball
- Women’s Basketball
- Men’s Soccer
- Women’s Soccer
- Baseball
- Softball
- Track and Field

Data was also collected about the football team, but it has been misplaced.

The following data is an average of all the team’s averages for each category.

Competence: 3.41 Average (Range = 3.13-3.80)

Focus: 3.46 (2.96-4.0)
 Persistence: 3.57 (3.2-4.0)
 Energy: 3.40 (3.10-4.0)
 Consistency: 3.38 (2.57-4.0)
 Organization: 3.22 (3.0-3.92)
 Ability to Perform: 3.48 (3.4-4.0)

Character: 3.37 (Range = 2.88-4.12)

Commitment to Community: 3.63 (Range = 3.10-4.22)

Generosity: 3.68 (3.0-4.5)

Flexibility: 3.72 (3.10-4.36)

Encouragement: 3.65 (3.17-4.0)

Humility: 3.61 (2.9-4.12)

Optimism: 3.52 (2.88-4.07)

Proposed Use of Results

NA

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

INSTITUTIONAL ADVANCEMENT:**Alumni Relations**

Note: No Assessment Worksheet was submitted for this office at the beginning of the 2008–2009 academic year, so this worksheet is being treated as a “first-year” worksheet. That is, the sections reserved for “data summary and evaluation” and “proposed use of results” have not been completed.

Office Mission Statement

The Office of Alumni Relations exists to cultivate and strengthen relationships with all Sterling College alumni through a personal contacts and events.

Alignment of Departmental Mission with College Mission

- Developing and maintaining strong relationships allows the College to observe the success and Christian maturity of our alumni and better rate validate the success of the College mission.
- Strong relationships with alumni present opportunities for internships, employment and mentoring for current students.

Intended Departmental Outcomes

The Office of Alumni Relations will:

- Communicate clearly with alumni through the Sterling Magazine, the monthly eNewsletter, and personal emails, letters, phone calls and visits.
- Host multiple alumni events (tailgate parties, picnics, dinners, etc...) and encourage alumni to take part in these activities.
- Coordinate with other College departments to keep connected to alumni.
- Coordinate specifically with the Career Services Director to connect alumni business and ministry leaders with current students.

Assessment Measures

- Alumni Surveys
- Collect negative/positive comments after events

- Collect negative/positive comments after communication pieces have been read.

Success Indicators

- More alumni requesting to receive eNewsletter and magazine
- More alumni participating in events
- More alumni wanting to assist current students with career leads and internships

Data Summary and Evaluation

To be completed at the end of the 2009–2010 academic year.

Proposed Use of Results

To be completed at the end of the 2009–2010 academic year.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Planned Giving

Note: No Assessment Worksheet was submitted for this office at the beginning of the 2008–2009 academic year, so this worksheet is being treated as a “first-year” worksheet. That is, the sections reserved for “data summary and evaluation” and “proposed use of results” have not been completed.

Office Mission Statement

Build a constituency of people who provide for the future of Sterling College through their stewardship of gifts that have a “planned” or “time” element.

Alignment of Departmental Mission with College Mission

- The work of the Gift Planning Office is focused on the theme of *Stewardship* in our responsibility as created persons with the mandate to care for and manage God’s resources.
- The activities and literature of the Gift Planning Office reflect a *Christian worldview* in the areas of life for giving and service to others through *critical thought* based upon the Scriptures.
- In this mandate we are called by God to *creatively and thoughtfully* use His resources that He grants to us for His glory.
- Part of *maturing in our Christian faith* involves carefully and seriously preparing our “Last act of Stewardship” (the passing on of all of the worldly possessions that God has granted to us.)

Intended Departmental Outcomes

Outcomes of the Gift Planning Office for 2009 – 2010

- Develop *Sterling Stewardship Lifestyle Giving* program.
- More personal contacts than in previous year.
- Establish system of communications to prospects.
- Create structured records system with identified key data.

- Develop process for moving & recording suspects to prospects, prospects to clients & clients to *Sterling Stewards Society*.
- Organize *Sterling Stewards* member records.
- Increase membership of *Sterling Stewards Society*.
- Develop schedule for new information on GP website.
- 3% of all gifts for endowment & estates for GP program.

Assessment Measures

Measures of assessment for 2009 – 2010

- Completion of SSLG program design
- Completion of SSLG materials
- SC Gift Planning website completion
- Completion of records system for SSLG & management of prospects, clients & *Sterling Stewards*
- Number of new *Kelsey Society* members
- Comments on “testimony” section of *Kelsey* member form
- Information from “exit interviews” with clients
- Number of bequests completed with SC as beneficiary
- Number and value of Charitable Gift Annuities received
- Number and value of IRA gifts received (pending legislation)
- Stories of Eternal Partners

Success Indicators

Indicators of success regarding program objectives

- Number of new *Kelsey Society* vs. last year
- Attendance at SSLG seminars
- Number of personal contacts with prospects & clients
- Number of quality contacts with *Kelsey Society* members
- Number of completed revocable documents
- Number of completed irrevocable documents
- Antidotal feedback from prospects, clients & *Kelsey Society* members
- Total value of documented dollars derived from Gift Planning activities

Data Summary and Evaluation

To be completed at the end of the 2009–2010 academic year.

Proposed Use of Results

To be completed at the end of the 2009–2010 academic year.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Development

No worksheet was submitted.

ENROLLMENT AND MARKETING:**Admissions****Office Mission Statement**

The Sterling College Admissions team will view every prospective student as having the potential for service to God and others.

We will serve by:

- taking the time to interact and build meaningful relationships with students and parents
- being persistent
- providing excellent customer service
- maintaining a professional, positive work ethic
- recruiting students in a manner that is consistent with the mission of the college
- being ever mindful of balancing “institutional fit” with economic need

Alignment of Departmental Mission with College Mission:

Balancing the need to recruit students who are open to the College mission and who have the economic ability to afford a Sterling education is paramount. The Admissions Office actively recruits both students who are exclusively looking for a Christian college and those who are not looking specifically for that environment. For those students not particularly interested in the Christian aspect of Sterling, the Admissions Office ensures that each student is made aware of Sterling’s lifestyle requirements (i.e. – no coed dorms, no alcohol or smoking) as well as spiritual life requirements (Chapel, Bible studies, etc.)

Intended Departmental Outcomes

The Admissions Department has numeric goals set each year. These goals for fall 2009 included:

- 250 – total new students
- 150 - new Athletic students
- 100 - new non-athletic students
- Specific number of new students per academic department/major ranging from 5 (Chemistry) to 45 (Business)

Assessment Measures

The Admissions Department utilizes weekly and monthly reports in regard to recruitment activities of Admissions Counselors and faculty. We also measure visits and activity of our applicants— i.e., number of campus visitors, high school visitors and inquiries.

Success Indicators

The Admissions Department surveys students through

- Campus Visit Survey—Students who visit campus are surveyed about their impression and experience while on campus.
- New Student survey—Students who matriculate to Sterling are surveyed about their impression of the recruitment process and Sterling in general.

Data Summary and Evaluation

For fall 2009, the Sterling College Admissions Department met the overall numeric goal of 250 new students. There were:

- 254 new students
- 149 new athletic students
- 105 new non-athletic students.
- Academic department/majors: seven met or exceeded their specific goal. Nine fell under their goal.

Proposed Use of Results

For fall 2010 the Admissions Department will continue the focus on growing non-athletic students. Faculty and departmental attention to enrollment goals will continue to as priorities as well.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Financial Aid

Note: No Assessment Worksheet was submitted for this office at the beginning of the 2008–2009 academic year, so this worksheet is being treated as a “first-year” worksheet. That is, the sections reserved for “data summary and evaluation” and “proposed use of results” have not been completed.

Office Mission Statement

It is the mission of the Sterling College Office of Financial Aid to provide financial assistance in an environment that promotes fairness, sensitivity and cooperation in an accurate, efficient, and timely manner.

Alignment of Departmental Mission with College Mission

The Financial Aid Office, by providing students with the funds needed to pursue their educational goals, contributes to the mission of the College by allowing students to concentrate on courses that will assist them in becoming creative and thoughtful leaders who understand a maturing Christian faith.

Intended Departmental Outcomes

- To seek funding for students from as many sources as possible.
- To provide guidance in the application process.
- To provide financial aid counseling for students and their families.
- To provide money management guidance.
- To provide accurate and clear consumer information regarding financial aid.
- To ensure good stewardship of financial aid funds.
- To provide the administration with information it needs to make informed decisions concerning a strategic plan for institutional funds.
- To maximize financial aid available to students within the limits of federal, state, institutional, and other funding sources.
- To package, disburse, and manage student financial aid awards in the most effective manner possible.

- To work cooperatively and communicate effectively with co-workers, staff in other offices, and the community to serve the goals of the College.

Assessment Measures

- Annual Audit Findings
- File Completion reports
- Entrance and Exit Counseling Session attendance
- Financial literacy session attendance
- Student consumer information
- Discount reports
- Athletic Scholarship Packaging reports
- Academic Scholarship Packaging reports
- NAIA reporting
- KCAC reporting
- FISAP reporting

Success Indicators

- One week turn-around time from file completion to award notification sent
- 80% attendance at Exit Counseling/Financial Literacy Session
- 100% completion of Entrance Counseling
- Student Catalog reviewed and updated yearly
- 47% Discount Rate
- Weekly updates to coaching staff on new recruits
- Weekly updates to recruitment staff on new recruits

Data Summary and Evaluation

To be completed at the end of the 2009–2010 academic year.

Proposed Use of Results

To be completed at the end of the 2009–2010 academic year.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Marketing

Office Mission Statement

To provide innovative and effective marketing communication strategies that are anchored in integrity and help strengthen Sterling College.

Alignment of Departmental Mission with College Mission

- The Marketing Communications Office will be an office of integrity, ensuring that the voice of the College is aligned with its practices and mission.
- By practicing innovative strategies, the Marketing Communications office will be exemplifying creative leadership.

Intended Departmental Outcomes

The Marketing Communications Office will:

- 1—Provide accurate and effective marketing materials to assist in the recruiting of students, donors and friends for the College.
- 2—Generate a uniform voice for all news release and print material for the College.
- 3—Assist departments in understanding how to best communicate and market themselves to internal and external constituents.
- 4—Become the inflow and outflow of communication for the College and disseminate news in a timely manner.

Assessment Measures

- Survey the incoming freshmen and transfers to gauge the accuracy of their first impressions of SC through its print materials to what materialized when they arrived.
- Keep record of all print materials and releases to note their similarities and differences in tone and look.
- Survey departments to see if they feel the Marketing Communications office helped them to market and promote themselves. Keep record of our communication with them and measure their response to our initiatives.
- Keep record of releases and materials made on behalf of the College's name and note whether or not the Marketing Communications office was informed of,

proofed and distributed these items in a timely fashion.

- Surveys delivered to alumni.

Success Indicators

- Students will testify that they were given accurate material and not mislead to attend SC.
- Reflecting upon the releases and materials, it can be noted that a uniform voice/vision can be detected.
- Departments are initiating new marketing techniques and communicating with the Marketing Communications office their upcoming happenings in a timely fashion.
- 75% of promotional or informational material will have been given the final stamp of approval by the Marketing Communications office and distributed on time.
- Alumni will attest that publications are accurate and informative about College-related stories of interest.

Data Summary and Evaluation

- **Response to 1** - We are just now beginning to prepare a survey to go out to all new students to gauge whether or not our materials were accurate and effective. We need to begin talks with the Director of Alumni Relations to develop a survey for alumni so we can determine if our stories align with their interests.
- **Response to 2** – By having one main news release writer serve in the Marketing Communications office, we have been able to control having a similar “voice” in all our news releases. We also have given a particular look to our Admissions pieces and are in the early stages of developing a brand for our Advancement and Alumni offices.
- **Response to 3** – We haven't spent much time discussing with departments the best way to market themselves and, therefore, haven't been able to survey them.
- **Response to 4** – The Marketing Office implemented a policy stating our guidelines and requirements of how we are to be the inflow and outflow of information. I feel we

are becoming better at keeping this process known.

Proposed Use of Results

- **Response to 1** – Need to start the surveys for new students and alumni. We believe this is a good practice that just needs to be put into place.
- **Response to 2** – Keep having one main writer who reads each news release and keep working on the branding plan for Alumni and Advancement.
- **Response to 3** – We need to find time to do this.
- **Response to 4** – Keep informing people of this policy and if they are not adhering to it, address it with them.

Update on Past Actions Taken As a Result of Assessment Data

To be completed at the end of the 2010–2011 academic year.

Findings and Recommendations Regarding Assessment of Non-Academic Programs/Offices

- The Director of Institutional Assessment feels that helping non-academic program directors write mission statements was a meaningful task, even if the benefits of that task were not immediately observable or documentable. Some non-academic program directors took great pride and care in writing their mission statements and completing their first-year assessment worksheets. Some directors involved their staff, and a couple of directors proudly displayed their department's worksheets in their offices as a reminder that their work promotes the greater mission of the College.
- Moving forward, the College faces the challenge of promoting greater assessment compliance from more non-academic departments.
- Along with the point immediately above, the Director of Institutional Assessment should discuss with the College's president and his cabinet the benefits of asking all vice presidents to complete a "departmental" assessment worksheet. This was the original goal under the new assessment plan. However, as the worksheet was being implemented at the beginning of the 2008–2009 academic year, the College lacked an accessible president, and the Director of Institutional Assessment felt he lacked the organizational authority to request that all vice presidents complete a worksheet. It should be noted that cabinet members do complete an annual performance evaluation for the president, and they list goals and review progress toward previously stated goals on this evaluation.
- The Director of Institutional Assessment recommends that vice presidents annually review the assessment worksheets from departments under their organizational authority. The Director of Institutional Assessment feels this initiative would not only foster compliance and accentuate the importance of the Non-Academic Program Assessment Worksheet but also facilitate better institutional communication and planning.
- The Director of Institutional Assessment feels that the worksheet should be modified so that it becomes a "working document" for departments and directors and is therefore more meaningful—and useful—throughout the year.
- For most departments that have completed the worksheet, intended outcomes were more operational in nature than they were idealistic. In the future, outcomes may be stated in more ambitious terms, but for the first year, the Director of Institutional Assessment felt that documenting even operational outcomes was a step in a positive direction.

Institutional Objectives

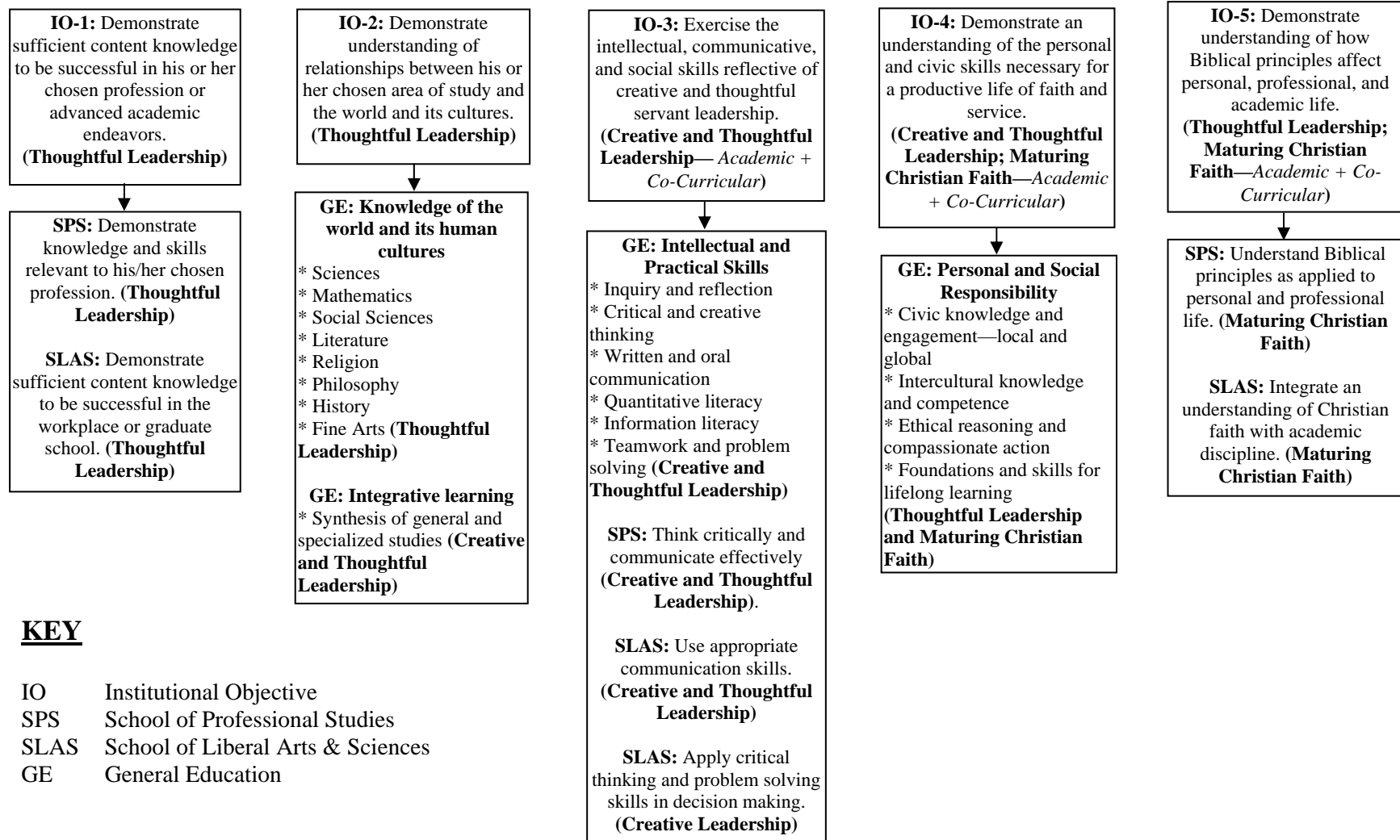
Collectively, the institutional learning objectives underscore the College's commitment to the high academic standards necessary for sustaining and advancing excellence in higher education. They also formally and publicly state the student learning goals for which the College holds itself accountable. The Board of Trustees formally adopted the institutional learning objectives at its October 2008 meeting. Figure 12 on the following page lists the institutional learning objectives and demonstrates how they align with the mission, the objectives from the general education program, and the objectives from the College's two schools.

Under the current Assessment Plan, the Vice President for Academic Affairs is charged with writing a report over how the College is meeting the institutional learning objectives. The report is primarily informed by the GE Chair's General Education Report and the associate deans' reports over their school objectives. Reports from non-academic units are also incorporated in places, for co-curricular assessment, particularly of athletics, plays a role in helping the College meet some institutional objectives.

Data for four of the five institutional learning objectives is available for this year's report. Because only one-third of the College's general education objectives are scheduled for review each year, and because objective 4 aligns only with general education objectives that are not slated for review until after the third year under the current assessment plan (see Figure 12), data about that objective is not yet available.

Figure 12: Alignment of High-Level Learning Objectives

The Sterling College graduate will:



ASSESSMENT OF INSTITUTIONAL OBJECTIVES

Institutional Objective 1: Demonstrate sufficient content knowledge to be successful in his or her chosen profession or advanced academic endeavors. (Thoughtful Leadership)

By its nature, this objective pertains to knowledge gained in students' majors. It aligns with objective #3 in the School of Liberal Arts and Sciences:

- Demonstrate knowledge and skills relevant to his/her chosen profession (Thoughtful Leadership)

and objective #3 in the School of Professional Studies:

- Demonstrate sufficient content knowledge to be successful in the workplace or graduate school. (Thoughtful Leadership)

Seventeen of the College's eighteen academic programs submitted reports. Of those seventeen, three programs chose to assess objectives that do not pertain to institutional objective #1. Of the other fourteen:

- Students in two (2) programs are meeting institutional objective #1 in a way that warrants little or no concern.
- Students in ten (10) programs are meeting institutional objective #1 in satisfactory manner, but some concern is warranted. However:
 - Student performance in five (5) of these programs needs to improve significantly; and
 - Some assessment in these programs has relied too much on indirect data. In some cases, this is because programs had no graduates during the 2008–2009 academic year and therefore could not utilize end-of-program assessment tools.
- Students in two (2) programs are not meeting institutional objective #1 in satisfactory manner.

Conclusion: Significant room for improvement exists to prepare students to meet institutional learning objective #1 and become "thoughtful leaders."

Institutional Objective 2: Demonstrate understanding of relationships between his or her chosen area of study and the world and its cultures. (Thoughtful Leadership)

This objective aligns with two of the four major general education goals. Of those two goals, data for one of them—"knowledge of the world and its human cultures"—is provided in this report. As addressed in the General Education section of this report, "knowledge of the world and its human cultures" is assessed through:

- Sciences
- Mathematics
- Social sciences
- Literature
- Religion
- Philosophy

- History
- Fine Arts

Last year, assessment of students' ability to meet objectives related to the disciplines above occurred exclusively through the *Sterling College General Education Exam*. As stated earlier in this report:

Exam items associated with all but two courses indicate that GE courses are indeed promoting student learning. However, overall scores could be better in almost every area. Taken together, these two facts raise an important question: If positive increases between first year and graduation year exist for almost every course, why aren't scores higher? The Director of Institutional Assessment and the GE Chair feel there are three possible reasons:

1. For graduates, many objectives were associated with courses *after* graduates completed those courses. While many of the objectives were associated with certain courses because faculty felt those courses were already addressing the GE objectives, promoting and assessing student learning related to those objectives was not *intentional*, in many cases, until the spring 2008 GE revision, and many graduates completed those courses before spring 2008.
2. Some items do not conform to best practices for item writing (distracters were too easily identifiable as distracters, correct answers were noticeably longer or shorter than distracters, etc.).
3. Examinee motivation is poor because the exam is too long.

Conclusion: From the first year to the graduation year, a great deal of learning related to the GE knowledge objectives appears to be occurring. However, graduates' scores could be better. Moreover, the Sterling College General Education Exam should continue to be improved so that it is a more reliable and valid assessment tool, and faculty must be diligent in providing data related to GE objectives in relevant course reports. Room for improvement exists in preparing students to be "thoughtful leaders."

Institutional Objective 3: Exercise the intellectual, communicative, and social skills reflective of creative and thoughtful servant leadership. (Creative and Thoughtful Leadership—Academic + Co-Curricular)

This objective aligns with objective s #1and #2 in the School of Liberal Arts and Sciences:

- Use appropriate communication skills. (Creative and Thoughtful Leadership)
- Apply critical thinking and problem solving skills in decision making. (Creative Leadership)

and objective #2 in the School of Professional Studies:

- Think critically and communicate effectively. (Creative and Thoughtful Leadership).

This objective is also designated to be assessed in part through co-curricular activities.

Seventeen of the College's eighteen academic programs submitted reports. Of those seventeen, four programs chose to assess objectives that do not pertain to institutional objective #3. Of the other thirteen:

- Through academic programs, students in six (6) programs are meeting institutional objective #3 in a way that merits little or no concern.
- Through academic programs, students in seven (7) programs are meeting institutional objective #3 in satisfactory manner, but some concern is warranted. However:
 - Student performance in three (3) of these programs needs to improve significantly; and
 - Some assessment in these programs has relied too much on indirect data. In some cases, this is because programs had no graduates during the 2008–2009 academic year and therefore could not utilize end-of-program assessment tools.

It is also worthwhile to consider the Student Government Association and the Athletic Department when assessing this objective. According to SGA's Non-Academic Assessment Worksheet, two of the Association's objectives were to 1) facilitate two-way communication among students, faculty, staff and administration in order to understand one another, and 2) empower more students to recognize and nurture their leadership skills. The SGA president reports that meetings between a number of student leaders and College vice presidents helped the Association meet objective one and that the Leadership Success Program, coordinated by SGA, is indeed providing students with leadership experience. Approximately twenty (20) students attended the Leadership Success Program last year, and several new students have been elected to leadership positions.

Coaches in the Athletic Department have been asked to use a Likert scale and rate their student-athletes in regard to "competence," "character," and "commitment to community." The Likert scale was expressed as follows:

| | |
|---|--|
| 5 | Outstanding; far exceeded expectations |
| 4 | Very good; more than met expectations |
| 3 | Adequate; met expectations |
| 2 | Minimal; below expectations |
| 1 | Poor; unacceptable |

According to the Athletic Department's own alignment map, "competency" aligns with "thoughtful leadership," and "commitment to community" aligns with "creative leadership." Data from the observation of reports for seven teams was used to help determine student-athletes' abilities to meet these objectives. An average of all the team's averages for each category resulted in the following figures:

- **Competence: 3.41 Average (Range = 3.13-3.80)**
 - Focus: 3.46 (2.96-4.0)
 - Persistence: 3.57 (3.2-4.0)
 - Energy: 3.40 (3.10-4.0)
 - Consistency: 3.38 (2.57-4.0)
 - Organization: 3.22 (3.0-3.92)
 - Ability to Perform: 3.48 (3.4-4.0)
- **Commitment to Community: 3.63 (Range = 3.10-4.22)**
 - Generosity: 3.68 (3.0-4.5)
 - Flexibility: 3.72 (3.10-4.36)
 - Encouragement: 3.65 (3.17-4.0)

- Humility: 3.61 (2.9-4.12)
- Optimism: 3.52 (2.88-4.07)

Student-athletes thus scored slightly higher as “creative leaders” and lower as “thoughtful leaders.” Generally, coaches rated their students in the “adequate/met expectations” range.

Conclusion: Room for improvement exists to prepare students to meet institutional learning objective #3 and become “creative and thoughtful leaders.” However, student performance related to this objective is generally much better than it is for performance related to institutional objective #1. According to the assessment data, students in approximately half of the College’s academic programs are meeting this objective in a way that warrants little or no concern.

Institutional Objective 5: Demonstrate understanding of how Biblical principles affect personal, professional, and academic life. (Thoughtful Leadership; Maturing Christian Faith—Academic + Co-Curricular)

This objective aligns with objective #4 in the School of Liberal Arts and Sciences:

- Understand Biblical principles as applied to personal and professional life. (Maturing Christian Faith)

and objective #1 in the School of Professional Studies:

- Integrate an understanding of Christian faith with academic discipline.

While the objective does not align with a major general education goal, the *Sterling College General Education Exam* does provide data about students’ progress toward this objective. The objective is also designated to be assessed in part through co-curricular activities.

Seventeen of the College’s eighteen academic programs submitted reports. Of those seventeen, twelve programs chose to assess objectives that do not pertain to institutional objective #5. Of the other five:

- Through academic programs, students in four (4) programs are meeting institutional objective #5 in a way that merits little or no concern. However, it should be noted that:
 - Two of these programs are Theology a Christian Ministries—programs in which we expect excellence related to institutional objective 5.
 - Assessment in one of the programs relied heavily on indirect data.
- In one program the data was “mixed.” The program reviewed student performance related to two objectives that align with institutional objective #5. Students performed well on assessments related to one of those objectives, but the program chair was not satisfied with student performance related to the other.

As indicated in the General Education section of this report, the Director of Institutional Assessment and the GE Chair worked with instructors of two required faith-related courses in the GE program to develop ten relevant items for the *Sterling College General Education Exam* that would help measure students’ “maturing Christian faith.”

Generally, the ten “maturing Christian faith” questions have provided data about which the College can be proud. Student scores related to these items are generally much higher during the graduation year than

they are during the first year. Of course, the data should be interpreted with some caution, as possible attitude and characteristic differences between the freshman and senior classes might affect the increase in percentages between entry and exit. More meaningful percentages will be available in three years, when answers from the freshmen of the 2008–2009 academic year are compared to their answers to the same questions when they are seniors.

The question for which the lowest percentage of graduates chose the College’s “ideal” answer was the question that asks students to choose a definition of morality. This suggests that the College can work harder to counter the secular notion, which many students experience before arriving at Sterling College, that morality is not an absolute, biblically-based concept.

Data regarding the question that asks students to define a Christian worldview also raises concerns, for the percentage of freshmen who chose the College’s ideal answer was higher than the percentage of graduates who chose the ideal answer.

Coaches in the Athletic Department have been asked to use a Likert scale and rate their student-athletes in regard to “competence,” “character,” and “commitment to community.” The Likert scale was expressed as follows:

- | | |
|---|--|
| 5 | Outstanding; far exceeded expectations |
| 4 | Very good; more than met expectations |
| 3 | Adequate; met expectations |
| 2 | Minimal; below expectations |
| 1 | Poor; unacceptable |

According the Athletic Department’s own alignment map, “character” aligns with “maturing Christian faith,” for “student-athletes with character demonstrate their understanding of a ‘maturing Christian faith’ by 1) exhibiting personal traits common to success from a Christian worldview, and 2) growing as influential leaders.

Data from the observation of reports for seven teams was used to help determine student-athletes’ abilities to meet this objectives. An average of all the team’s averages for each category resulted in the following figure:

Character: 3.37 (Range = 2.88-4.12)

This places student-athletes’ abilities to demonstrate “maturing Christian faith” toward the lower end of the “Adequate; met expectations” range.

Conclusion: The College can be proud of its ability to help students “understand a maturing a Christian faith.” While data pertaining to graduates can improve, it nonetheless provides evidence that the vast majority of graduates “understand a maturing Christian faith” and that students are indeed maturing spiritually during their time at Sterling College.

Additional Findings and Recommendations Regarding Assessment of Institutional Objectives

- While data from the first year is not perfect, it suggests that the College is better preparing students in the areas of communication and critical-thinking abilities than in content knowledge related to academic disciplines. However, further assessment—relying on improvement of assessment tools and the assessment process—must occur before this statement can be made with certainty.
- The College can be satisfied that it is achieving the faith-related component of its mission.