2015 – 2016 Summary of Departmental Executive Summaries

The 2015-2016 Assessment Cycle is the second cycle completed using the new processes and forms established starting in the 2014-2015 academic year. The engagement in the assessment process by faculty was evident not only in the actual assessments that were completed but also in the positive attitude of faculty and the recognition that assessment is an integral part of departmental success and growth.

A review of the 2015 – 2016 Executive Summaries submitted by CUNE Department chairs continue to support that the goal of the assessment process is first and foremost the improvement of student learning. Each report continues to exemplify the involvement of entire departments in careful consideration of assessment outcomes and analysis and interpretation of results.

Important points noted in the Executive summaries include:

1. **Assessment questions addressed high-level student outcomes that are crucial for success in the classroom and in the field**.
   1. Christian Education Leadership: Can students accurately assess the strengths and weaknesses of the educational programs at a congregation?
   2. Education: Upon program completion, can students write an effective lesson plan tat includes standards, learning goals and instructional objectives?
   3. English, Communication & Theater Arts: Can students effectively communicate the definition and use of a theory within their discipline?
   4. Health & Human Performance: Is the student prepared for a major-related career – knowledge, skills, and abilities?
   5. Human and Social Science: Can students create an applied summary demonstrating analysis and synthesis of information in a well-organized presentation?
   6. Science: Are students in science abs where data is collected making appropriate conclusions about what was examined in their experiments or are they just repeating their results?
   7. Theology: Can the student appropriately explain how the work of Christ can be applied to the believer’s life as he/she interacts with the world around him/her?
2. **Results were used for the improvement of teaching**.
   1. Art: Department mentors will continue to work with BFA candidates as mentees to overcome deficiencies in presentations. Oral presentations will be considered as part of other art courses.
   2. Business: BUS 261 students were allowed to choose their own companies for their Marketing Plan Project. This course could possibly be more successful in student writing if students were given a list of businesses, with plentiful resources, to choose from.
   3. Education: 1. Meeting with new instructors; 2. Coordinate planning
   4. History, Geography, Criminal Justice: Many students have difficulty correctly citing sources, organizing their paper logically, and using correct grammar and spelling. Some solutions include 1. Requiring multiple submissions and revisions of writing assignments, 2. Requiring students to use the Writing Center to obtain assistance and improve their writing, 3. More in-class time devoted to teaching correct citation methods and styles.
   5. Human & Social Sciences: The skills of critical thinking about what research shows and the skills of organizing ones thought about the material as it is to be presented.
   6. Natural Sciences: We will continue to emphasize the critical area of writing conclusions in all classes.
3. **The assessment process was also evaluated and several departments revised their data collection tools, and or process.**
   1. Christian Education Leadership: With such a small class, it is worth further study to determine if the overall scores were skewed because of very poor performance by a few students, whether the target we set too high, or whether adjustments need to be made to the rubrics or the instructor methodology related to the assignment.
   2. Education: Considering the very small numbers in the class this semester (n=12) it is possible that the random selection happened to hit a segment of the class which has not yet mastered lesson planning.
4. **Several departments will continue, or slightly revise the 2015 – 2016 assessment outcomes in 2016 - 2017.** 
   1. Art
   2. Business
   3. Education
   4. ECTA
   5. Human and Social Science
   6. Mathematics