

URSHAN ASSESSMENT REPORT TEMPLATE

2016-17 Academic Year

Today's date: May 24, 2017

Program Name: UG - AA - General Studies

2015-2016 Action Plan Follow up

Please refer to your 2015 – 2016 assessment report and provide a status update for each action plan in that report. Two templates are provided below. Copy and paste the template if you submitted more than two actions plans last cycle.

Action Plan Number: _____ Title: _____

Status: In Progress _____ Complete _____ On Hold X _____ Cancelled _____

If action plan is In Progress or Complete, please provide a brief summary of what was done, and how you have studied the impact on student learning to day. What ongoing plans do you have to study the impact on student learning that will occur as a result of this action? If action plan is **On Hold** or **Cancelled**, please provide a rationale for this decision. Please discuss future plans, if any.

No assessment data was collected in 15-16; therefore, no action plans were created.

Action Plan Number: _____ Title: _____

Status: In Progress _____ Complete _____ On Hold _____ Cancelled _____

If action plan is **In Progress** or **Complete**, please provide a brief summary of what was done, and how you have studied the impact on student learning to day. What ongoing plans do you have to study the impact on student learning that will occur as a result of this action? If action plan is **On Hold** or **Cancelled**, please provide a rationale for this decision. Please discuss future plans, if any.

2016-2017 ASSESSMENT REFLECTION

Please describe the impact your assessment activity has had on student learning in your program.

N/A

Please describe the impact your assessment activity has had on your teaching.

N/A

Department Chair Review

I have reviewed this assessment report and agree with the findings and action plans.

Academic Dean: Jared Runck

Date Reviewed: 6/21/17

Assessment Director Review

I have reviewed this assessment report and agree that it is complete and meets Urshan assessment guidelines.

Assessment Director: Wanda Baker

Date Reviewed: 6/21/17

2016-2017 Assessment Results

Please use the following sections to report your assessment findings from 2016-2017 and plans to improve student learning in 2017-2018.

Outcome 1: DQP-3-Intellectual Skills-Analytic Inquiry

Measure 1.1 Social Movement plan assignment in SO 101 Introduction to Sociology.

Sampling 1.1 All AAGS students enrolled in Intro to Sociology.

Target 1.1 At least 80% of AAGS majors will earn a grade of B or higher for this assignment.

How many students were included in the data collection for Measure 1.1? How were they selected? (pp. 35-36, pp. 40-41)

If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle.

There were no AAGS students enrolled in Intro to Sociology this academic year so this measure has no data. .

Please provide a brief summary of your analysis of the data for Measure 1.1. (pp. 38-41)

N/A

Do your data indicate that Target 1.1 was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.)

Please place an "X" in the appropriate box below.

Target	Met	Partially Met	Not Met	Not Reported this Cycle (Please provide reason)
1.1				X No enrollees in the course

Please provide a brief summary of the factors you believe contributed to these results. (pp. 38-41)

This course is not required for AAGS students

Measure 1.1 Action Planning

If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. One blank action plan template is provided below. Copy and paste the template into this section for additional action plans, if needed. (pp. 45-48)

Action Plan 1.1 Short Title

Create a similar assessment within the courses of the course group containing SO 101 Introduction to Sociology

Please describe what you plan to do. Include a brief rationale, focused on student learning.

The program director will work with the professors of the courses contained within the course group to develop an assessment within each course that will measure the analytic inquiry skills of the AAGS student.

What is the intended impact on student learning?

Students use the information from the course(s) to become adept at the use of analytic inquiry to properly judge and react to society at large.

Action Steps and Person(s)/Group responsible (add rows, if needed)

No.	Action Step	Person(s)/Group Responsible
1	Meet with the professors of each of the four courses	Program Director J Bland
2	Add the assessments to the syllabi of each course for the 17-18 academic year	Individual professors of the courses within the group
3		
4		

Expected start date (MM/DD/YY)

8/1/17

Expected completion date (MM/DD/YY)

8/14/17

What is the priority?

High

Medium

Low

X

Are additional resources needed to complete this?

Be specific. For resources that include a budget request, please provide cost breakdown and total cost.

None

Measure 1.2	Essay questions address personal worldviews on final of PH 103 Hermeneutics of the Word and World.
Sampling 1.2	All AAGS students enrolled in Hermeneutics of the Word and World
Target 1.2	At least 90% of AAGS majors will earn a B- on the essay questions addressing personal worldviews on the PH 103 final.

How many students were included in the data collection for Measure 1.2? How were they selected? (pp. 35-36, pp. 40-41)
 If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle.

Two students were included in the data collection. They were chosen because they were the only AAGS student enrolled in the course.

Please provide a brief summary of your analysis of the data for Measure 1.2. (pp. 38-41)

Of the two students, only one quantified as on target. The grades given to the students were "Meets Expectations" and "Does Not Meet Expectations." In the future, there will be a numeric grade for this assignment. The following is the rubric:

Hermeneutics of the Word and the World Final Exam Assessment Rubric

The second portion of the final exam requires student to identify one aspect of an Apostolic Worldview (AWV) and describe the influence it has on answering the chosen case study. The AWVs discussed in class are listed below. Additional aspects can be argued if backed up scripturally.

- We believe God is the Creator.
- God was manifest in flesh and came to Earth
- The Bible is the word of God
- We believe in Apostolic Authority
- Salvation is Acts 2:38 and Eph 2:8
- We must pursue a new life of holiness, being born again means you grow.
- The Holy Spirit is God at work in our lives today.

The rubric for the second portion of the exam:

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Clearly identifies and explains the influence of more than two AWV that pertains to the case study arguing its need logically and its need Scripturally. Presents more than one example of an AWV interacting with different cultures, human relationships, and philosophical concepts.	Clearly identifies and explains the influence of at least one AWV that pertains to the case study arguing its need logically and its need Scripturally. Presents one example of an AWV interacting with different cultures, human relationships, or philosophical concepts.	Does not identify the influence of an AWV. Uses only personal opinion to address the case issue. Does not present an AWV interacting with different cultures, human relationships, or philosophical concepts.

Do your data indicate that Target 1.2 was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.)

Please place an "X" in the appropriate box below.

Target	Met	Partially Met	Not Met	Not Reported this Cycle (Please provide reason)
1.2			X	

Please provide a brief summary of the factors you believe contributed to these results. (pp. 38-41)

The student who did not quantify as on target has a history of sub-par academics. The student is repeatedly in danger of failing courses due to poor attendance. The student is currently on academic probation. It is believed inattention to academics is a great contributor to the failing grade earned on this assessment. Because the student is only recently probationary, the student was not assigned weekly meetings with a student support officer which would possibly have created the accountability component needed for the student's success.

Measure 1.2 Action Planning

If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. One blank action plan template is provided below. Copy and paste the template into this section for additional action plans, if needed. (pp. 45-48)

Action Plan 1.2 Short Title

Recommend accountability meetings between student and academic advisor and/or student support officer

Please describe what you plan to do. Include a brief rationale, focused on student learning.

This committee will recommend that the academic dean require all academic advisors meet with their advisees at least once each semester to improve the probability that marginal students will be helped through accountability. Also the committee advises the empowerment of faculty to recommend meetings with a student support officer for students who are in danger of failing their assignments.

What is the intended impact on student learning?

Accountability will help students prioritize learning to develop their analytic inquiry skills.

Action Steps and Person(s)/Group responsible (add rows, if needed)

No.	Action Step	Person(s)/Group Responsible
1	Program director will work with the academic dean and academic affairs committee to create policies regarding student advisement sessions	Program director
2	Create e-form faculty can use for recommendations regarding meetings between the student and the advisor/student support officer	Program director, academic dean, academic affairs committee
3		
4		

Expected start date (MM/DD/YY)

8/1/17

Expected completion date (MM/DD/YY)

What is the priority?	High	Medium	Low
	X		

Are additional resources needed to complete this?

Be specific. For resources that include a budget request, please provide cost breakdown and total cost.

Possibly support from the IT department in creating the e-form.

Measure 1.3	AA graduate exit survey
Sampling 1.3	90% of students graduating from our AA program.
Target 1.3	80% of respondents to the AA graduate exit survey will report that the AA program contributed “quite a bit” or “very much” to the development of their analytic inquiry skills.

How many students were included in the data collection for Measure 1.3? How were they selected? (pp. 35-36, pp. 40-41)
 If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle.

5 students were included in the data collection while only 4 were actually graduating with their AAGS, rendering the data suspect for this assessment.

Please provide a brief summary of your analysis of the data for Measure 1.3. (pp. 38-41)

Only two students who identified themselves as graduating AAGS majors responded to the survey. One indicated the AAGS program contributed some to their skills in thinking critically and analytically and the one indicated the AAGS program contributed very much to their skills in thinking critically and analytically. A 50/50 split.

Do your data indicate that Target 1.3 was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.)

Please place an “X” in the appropriate box below.

Target 1.3	Met	Partially Met	Not Met X	Not Reported this Cycle (Please provide reason)
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Please provide a brief summary of the factors you believe contributed to these results. (pp. 38-41)

With only two of four potential participants responding, an insufficient amount of data was collected making interpretation inconclusive. Since this is the first time the survey has been used for AAGS majors, a pattern cannot be established.

Measure 1.3 Action Planning

If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. One blank action plan template is provided below. Copy and paste the template into this section for additional action plans, if needed. (pp. 45-48)

Action Plan 1.3 Short Title

Earlier distribution of the survey

Please describe what you plan to do. Include a brief rationale, focused on student learning.

Distribute the survey earlier (possibly March) in the final semester of the AAGS graduate’s enrollment to provide a better chance of a larger number of participants. After 2-3 years of data collection (no matter how small the pool) it will create a clearer picture of the success UC has in helping AAGS students develop their analytic and thinking skills.

What is the intended impact on student learning?

Students will develop analytic and thinking skills throughout the curriculum.

Action Steps and Person(s)/Group responsible (add rows, if needed)

No.	Action Step	Person(s)/Group Responsible
1	Approval of academic affairs committee and the assessment office to distribute the survey sooner in the final semester of the AAGS student’s enrollment at Urshan College.	J Bland
2		
3		
4		

Expected start date (MM/DD/YY)
1/1/18

Expected completion date (MM/DD/YY)
3/1/18

What is the priority?

High	Medium	Low
X		

Are additional resources needed to complete this?

Be specific. For resources that include a budget request, please provide cost breakdown and total cost.
None

Outcome 2:	DQP-3-Intellectual Skills-Ethical Reasoning
Measure 2.1	HI 201 American Government class debates and subsequent Bill of Rights essay.
Sampling 2.1	All AAGS students enrolled in American Government
Target 2.1	At least 80% of AAGS majors will earn a minimum of a B+ on the essay stemming from the classroom debates.

How many students were included in the data collection for Measure 2.1? How were they selected? (pp. 35-36, pp. 40-41)

If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle.

Only 2 AAGS students were enrolled in the HI 201 American Government course.

Please provide a brief summary of your analysis of the data for Measure 2.1. (pp. 38-41)

One student did not turn in the assignment and the other student did not earn the targeted B+ on the essay.

Do your data indicate that Target 2.1 was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.)

Please place an "X" in the appropriate box below.

Target	Met	Partially Met	Not Met	Not Reported this Cycle (Please provide reason)
2.1			X	

Please provide a brief summary of the factors you believe contributed to these results. (pp. 38-41)

It is unknowable at this stage why the student neglected to turn in the assignment; however, the other student is a lower level learner with documented substandard writing skills.

Measure 2.1 Action Planning

If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. One blank action plan template is provided below. Copy and paste the template into this section for additional action plans, if needed. (pp. 45-48)

Action Plan 2.1 Short Title

Compulsory writing center appointments for substandard writers and required meetings between student and academic advisor

Please describe what you plan to do. Include a brief rationale, focused on student learning.

The assessment of student intellectual skills and ethical reasoning was impossible because the actual data was either unavailable or indiscernible. This must be remedied before true assessment can take place. The committee will help to develop a system whereby faculty are able to require substandard writers to attend sessions in the writing center. This committee will recommend that the academic dean require all academic advisors meet with their advisees at least once each semester to improve the probability that marginal students will be helped through accountability. Also the committee advises the empowerment of faculty to recommend meetings with a student support officer for students who are in danger of failing their assignments.

What is the intended impact on student learning?

Students will develop their ethical reasoning skills.

Action Steps and Person(s)/Group responsible (add rows, if needed)

No.	Action Step	Person(s)/Group Responsible
1	Committee will help to develop a system whereby faculty are able to require substandard writers to attend sessions in the writing center	AAGS program committee, the writing center director, and the academic affairs committee
2	Program director will work with the academic dean and academic affairs committee to create policies regarding student advisement sessions	Program director
3	Create e-form faculty can use for recommendations regarding meetings between the student and the advisor/student support officer	Program director, academic dean, academic affairs committee
4		

Expected start date (MM/DD/YY) **Expected completion date (MM/DD/YY)**

8/1/17

What is the priority?

High Medium Low

X

Are additional resources needed to complete this?

Be specific. For resources that include a budget request, please provide cost breakdown and total cost.

Potentially need the IT director's help creating e-form

Measure 2.2 PH 203 Introduction to Philosophy essay evaluating three ethical positions in relationship to Apostolic holiness.

Sampling 2.2 All AAGS students enrolled in Introduction to Philosophy

Target 2.2 At least 80% of AAGS majors will earn a minimum of a B on the essay.

How many students were included in the data collection for Measure 2.2? How were they selected? (pp. 35-36, pp. 40-41)

If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle.

No data collection occurred because professor fell ill toward the ends of the semester and subsequently passed before all final grading was completed; therefore, students received a P/F grade. This assessment will be performed when this course is offered Spring 2018

Please provide a brief summary of your analysis of the data for Measure 2.2. (pp. 38-41)

N/A

Do your data indicate that Target 2.2 was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.)

Please place an "X" in the appropriate box below.

Target	Met	Partially Met	Not Met	Not Reported this Cycle (Please provide reason)
2.2				X no data collected due to professor's death

Please provide a brief summary of the factors you believe contributed to these results. (pp. 38-41)

N/A

Measure 2.2 Action Planning

If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. One blank action plan template is provided below. Copy and paste the template into this section for additional action plans, if needed. (pp. 45-48)

Action Plan 2.2 Short Title

All AAGS students enrolled in Introduction to Philosophy will submit an essay evaluating three ethical positions in relationship to Apostolic holiness

Please describe what you plan to do. Include a brief rationale, focused on student learning.

N/A

What is the intended impact on student learning?

Students will develop their ethical reasoning skills.

Action Steps and Person(s)/Group responsible (add rows, if needed)

No.	Action Step	Person(s)/Group Responsible
1	N/A	
2		
3		
4		

Expected start date (MM/DD/YY)

1/1/18

Expected completion date (MM/DD/YY)

What is the priority?

High

X

Medium

Low

Are additional resources needed to complete this?

Be specific. For resources that include a budget request, please provide cost breakdown and total cost.

None

Measure 2.3	AA graduate exit survey
Sampling 2.3	90% of students graduating from our AA program.
Target 2.3	80% of respondents to the AA graduate exit survey will report that the AA program contributed “quite a bit” or “very much” to the development of their ethical reasoning skills.

How many students were included in the data collection for Measure 2.3? How were they selected? (pp. 35-36, pp. 40-41)
 If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle.

5 students were included in the data collection while only 4 were actually graduating with their AAGS, rendering the data suspect for this assessment.

Please provide a brief summary of your analysis of the data for Measure 2.3. (pp. 38-41)

Only two students who identified themselves as graduating AAGS majors responded to the survey. One indicated the AAGS program contributed some to their understanding ethical standards in their field and one indicated the AAGS program contributed very much to their understanding ethical standards in their field. A 50/50 split.

Do your data indicate that Target 2.3 was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.)

Please place an “X” in the appropriate box below.

Target 2.3	Met	Partially Met	Not Met	Not Reported this Cycle (Please provide reason)
			X	

Please provide a brief summary of the factors you believe contributed to these results. (pp. 38-41)

With only two of four potential participants responding, an insufficient amount of data was collected making interpretation inconclusive. Since this is the first time the survey has been used for AAGS majors, a pattern cannot be established.

Measure 2.3 Action Planning

If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. One blank action plan template is provided below. Copy and paste the template into this section for additional action plans, if needed. (pp. 45-48)

Action Plan 2.3 Short Title

Earlier distribution of the survey

Please describe what you plan to do. Include a brief rationale, focused on student learning.

Distribute the survey earlier (possibly March) in the final semester of the AAGS graduate’s enrollment to provide a better chance of a larger number of participants. After 2-3 years of data collection (no matter how small the pool) it will create a clearer picture of the success UC has in helping AAGS students understand ethical standards in their field.

What is the intended impact on student learning?

Students will develop ethical reasoning skills.

Action Steps and Person(s)/Group responsible (add rows, if needed)

No.	Action Step	Person(s)/Group Responsible
1	Approval of academic affairs committee and the assessment office to distribute the survey sooner in the final semester of the AAGS student’s enrollment at Urshan College.	J Bland
2		
3		
4		

Expected start date (MM/DD/YY)

8/1/18

Expected completion date (MM/DD/YY)

What is the priority?

High	Medium	Low
X		

Are additional resources needed to complete this?

Be specific. For resources that include a budget request, please provide cost breakdown and total cost.

Outcome 3:	DQP-3-Intellectual Skills-Communicative Fluency
Measure 3.1	The essay writing in EN 101 English Comp II
Sampling 3.1	All AAGS students enrolled in English Composition II
Target 3.1	At least 80% of AAGS majors will earn a minimum of a B- for the second draft of the essays required in the course.

How many students were included in the data collection for Measure 3.1? How were they selected? (pp. 35-36, pp. 40-41)

If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle.

2 students were included in the data collection. They were the only two AAGS majors in the course.

Please provide a brief summary of your analysis of the data for Measure 3.1. (pp. 38-41)

The first student scored a 75%, a 68%, and a 90% on the second draft of the three essays required within the course. The second student scored a 92.5%, a 0% (did not submit assignment), and a 95% on the second draft of the three essays required within the course

Do your data indicate that Target 3.1 was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.)

Please place an "X" in the appropriate box below.

Target	Met	Partially Met	Not Met	Not Reported this Cycle (Please provide reason)
3.1				

Please provide a brief summary of the factors you believe contributed to these results. (pp. 38-41)

It is unknowable at this stage why one student neglected to turn in one of the drafts; however, the other student is a lower level learner with documented substandard writing skills.

Measure 3.1 Action Planning

If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. One blank action plan template is provided below. Copy and paste the template into this section for additional action plans, if needed. (pp. 45-48)

Action Plan 3.1 Short Title

Compulsory writing center appointments for substandard writers and required meetings between student and academic advisor

Please describe what you plan to do. Include a brief rationale, focused on student learning.

The committee will help to develop a system whereby faculty are able to require substandard writers to attend sessions in the writing center. This committee will recommend that the academic dean require all academic advisors meet with their advisees at least once each semester to improve the probability that marginal students will be helped through accountability. Also the committee advises the empowerment of faculty to recommend meetings with a student support officer for students who are in danger of failing their assignments.

What is the intended impact on student learning?

Students will develop their communicative fluency skills.

Action Steps and Person(s)/Group responsible (add rows, if needed)

No.	Action Step	Person(s)/Group Responsible
1	Committee will help to develop a system whereby faculty are able to require substandard writers to attend sessions in the writing center	AAGS program committee, the writing center director, and the academic affairs committee
2	Program director will work with the academic dean and academic affairs committee to create policies regarding student advisement sessions	Program director
3	Create e-form faculty can use for recommendations regarding meetings between the student and the advisor/student support officer	Program director, academic dean, academic affairs committee
4		

Expected start date (MM/DD/YY)

1/1/18

Expected completion date (MM/DD/YY)

What is the priority?

High

Medium

Low

X

Are additional resources needed to complete this?

Be specific. For resources that include a budget request, please provide cost breakdown and total cost.

Potentially need the IT director's help creating e-form

Measure 3.2	CC 103 Communication Skills speeches
Sampling 3.2	All AAGS students enrolled in Communication Skills
Target 3.2	At least 80% of AAGS majors will earn an average of a B- on the speech assignments within the course.

How many students were included in the data collection for Measure 3.2? How were they selected? (pp. 35-36, pp. 40-41)
 If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle.

Data was collected from the one AAGS student enrolled in Communication Skills.

Please provide a brief summary of your analysis of the data for Measure 3.2. (pp. 38-41)

The student earned an average of A- for the four speeches he/she delivered in the course.

Do your data indicate that Target 3.2 was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.)

Please place an "X" in the appropriate box below.

Target	Met	Partially Met	Not Met	Not Reported this Cycle (Please provide reason)
3.2	X			

Please provide a brief summary of the factors you believe contributed to these results. (pp. 38-41)

Student skill level as well as the professor's classroom instructions most likely were major contributors to excellent grades on the student's speeches.

Measure 3.2 Action Planning

If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. One blank action plan template is provided below. Copy and paste the template into this section for additional action plans, if needed. (pp. 45-48)

Action Plan 3.2	Short Title
N/A	

Please describe what you plan to do. Include a brief rationale, focused on student learning.

At this point there is no data to indicate where improvement is needed.

What is the intended impact on student learning?

Students will develop their-communicative fluency skills.

Action Steps and Person(s)/Group responsible (add rows, if needed)

No.	Action Step	Person(s)/Group Responsible
1	N/A	
2		
3		
4		

Expected start date (MM/DD/YY)

Expected completion date (MM/DD/YY)

What is the priority?

High

Medium

Low

Are additional resources needed to complete this?

Be specific. For resources that include a budget request, please provide cost breakdown and total cost.

N/A

Measure 3.3	AA graduate exit survey
Sampling 3.3	90% of students graduating from our AA program.
Target 3.3	80% of respondents to the AA graduate exit survey will report that the AA program contributed “quite a bit” or “very much” to the development of their communicative fluency skills.

How many students were included in the data collection for Measure 3.3? How were they selected? (pp. 35-36, pp. 40-41)
 If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle.

5 students were included in the data collection while only 4 were actually graduating with their AAGS, rendering the data suspect for this assessment.

Please provide a brief summary of your analysis of the data for Measure 3.3. (pp. 38-41)

Only two students who identified themselves as graduating AAGS majors responded to the survey. One indicated the AAGS program contributed some to their skills in speaking clearly and effectively and the one indicated the AAGS program contributed very much to their skills in speaking clearly and effectively. A 50/50 split.

Do your data indicate that Target 3.3 was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.)

Please place an “X” in the appropriate box below.

Target	Met	Partially Met	Not Met	Not Reported this Cycle (Please provide reason)
3.3			X	

Please provide a brief summary of the factors you believe contributed to these results. (pp. 38-41)

With only two of four potential participants responding, an insufficient amount of data was collected making interpretation inconclusive. Since this is the first time the survey has been used for AAGS majors, a pattern cannot be established.

Measure 3.3 Action Planning

If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. One blank action plan template is provided below. Copy and paste the template into this section for additional action plans, if needed. (pp. 45-48)

Action Plan 3.3 Short Title

Earlier distribution of the survey

Please describe what you plan to do. Include a brief rationale, focused on student learning.

Distribute the survey earlier (possibly March) in the final semester of the AAGS graduate’s enrollment to provide a better chance of a larger number of participants. After 2-3 years of data collection (no matter how small the pool) it will create a clearer picture of the success UC has in helping AAGS students develop skills in speaking clearly and effectively.

What is the intended impact on student learning?

Students will develop skills in speaking clearly and effectively throughout the curriculum.

Action Steps and Person(s)/Group responsible (add rows, if needed)

No.	Action Step	Person(s)/Group Responsible
1	Approval of academic affairs committee and the assessment office to distribute the survey sooner in the final semester of the AAGS student’s enrollment at Urshan College.	J Bland
1		
2		
3		
4		

Expected start date (MM/DD/YY)
1/1/18

Expected completion date (MM/DD/YY)
3/1/18

What is the priority?	High	Medium	Low
	X		

Are additional resources needed to complete this?

Be specific. For resources that include a budget request, please provide cost breakdown and total cost.

None

Outcome 4:	DQP-3-Intellectual Skills-Engaging Diverse Perspectives
Measure 4.1	Diversity portfolio assignment in CC 105/SO 103 Diversity and Intercultural Communication
Sampling 4.1	All AAGS students enrolled in Diversity and Intercultural Communication.
Target 4.1	At least 80% of AAGS majors will earn a minimum of a B on this assignment.

How many students were included in the data collection for Measure 4.1? How were they selected? (pp. 35-36, pp. 40-41)
 If data collection did not occur, please explain why, and describe plans for data collection in the coming cycle.

No data collected as there were no AAGS students enrolled in the course.

Please provide a brief summary of your analysis of the data for Measure 4.1. (pp. 38-41)

N/A

Do your data indicate that Target 4.1 was met? Partially met? Not met? Not reported this cycle? (If not reported, please indicate the reason.)

Please place an "X" in the appropriate box below.

Target	Met	Partially Met	Not Met	Not Reported this Cycle (Please provide reason)
4.1				X no enrollees

Please provide a brief summary of the factors you believe contributed to these results. (pp. 38-41)

It is currently not a required course and would serve only as an elective in the program

Measure 4.1 Action Planning

If the targets for this measure were **Not Met** or **Partially Met**, please provide one or more action plans that indicate how you will improve student learning on this outcome. If the targets were **Met**, you may provide one or more action plans, if you choose. One blank action plan template is provided below. Copy and paste the template into this section for additional action plans, if needed. (pp. 45-48)

Action Plan 4.1 Short Title

Add CC 105/SO 103 Diversity and Intercultural Communications as a required course to the AAGS degree.

Please describe what you plan to do. Include a brief rationale, focused on student learning.

This course provides valuable information on engaging diverse perspectives. Believing this to be vital to the holistic education of our AAGS graduates, it will be added to the curriculum beginning the 17-18 academic year.

What is the intended impact on student learning?

Students will develop skills in engaging diverse perspectives

Action Steps and Person(s)/Group responsible (add rows, if needed)

No.	Action Step	Person(s)/Group Responsible
1	Adding the course to the scope and sequence of the AAGS program.	Program director and registrar
2		
3		
4		

Expected start date (MM/DD/YY)

6/1/18

Expected completion date (MM/DD/YY)

6/30/18

What is the priority?

High

Medium

Low

X

Are additional resources needed to complete this?

Be specific. For resources that include a budget request, please provide cost breakdown and total cost.

None

2017-2018 Assessment Plan

Please complete your 2017-2018 assessment plan below.

Outcome 1	DQP-3-Intellectual Skills-Analytic Inquiry
Measure 1.1	Social Movement plan assignment in SO 101 Introduction to Sociology. (Will add the assessments from the other courses in this course group)
Sampling 1.1	All AAGS students enrolled in one of the courses from this course group
Target 1.1	At least 80% of AAGS majors will earn a grade of B or higher for the targeted assignment within each course.
Measure 1.2	Essay questions address personal worldviews on final of PH 103 Hermeneutics of the Word and World.
Sampling 1.2	All AAGS students enrolled in Hermeneutics of the Word and World
Target 1.2	At least 90% of AAGS majors will earn a B- on the essay questions addressing personal worldviews on the PH 103 final.
Measure 1.3	AA graduate exit survey
Sampling 1.3	90% of students graduating from our AA program.
Target 1.3	80% of respondents to the AA graduate exit survey will report that the AA program contributed "quite a bit" or "very much" to the development of their skills in thinking critically and analytically.
Outcome 2	DQP-3-Intellectual Skills-Ethical Reasoning
Measure 2.1	HI 201 American Government class debates and subsequent Bill of Rights essay.
Sampling 2.1	All AAGS students enrolled in American Government
Target 2.1	At least 80% of AAGS majors will earn a minimum of a B+ on the essay stemming from the classroom debates.
Measure 2.2	PH 203 Introduction to Philosophy essay evaluating three ethical positions in relationship to Apostolic holiness.
Sampling 2.2	All AAGS students enrolled in Introduction to Philosophy
Target 2.2	At least 80% of AAGS majors will earn a minimum of a B on the essay.
Measure 2.3	AA graduate exit survey
Sampling 2.3	90% of students graduating from our AA program.
Target 2.3	80% of respondents to the AA graduate exit survey will report that the AA program contributed "quite a bit" or "very much" to the development of understanding ethical standards in their field.
Outcome 3	DQP-3-Intellectual Skills-Communicative Fluency
Measure 3.1	The essay writing in EN 101 English Comp II
Sampling 3.1	All AAGS students enrolled in English Composition II
Target 3.1	At least 80% of AAGS majors will earn a minimum of a B- on the second draft of the essays required in the course.
Measure 3.2	CC 103 Communication Skills speeches
Sampling 3.2	All AAGS students enrolled in Communication Skills
Target 3.2	At least 80% of AAGS majors will earn an average of a B- on the speech assignments within the course.
Measure 3.3	AA graduate exit survey
Sampling 3.3	90% of students graduating from our AA program.
Target 3.3	80% of respondents to the AA graduate exit survey will report that the AA program contributed "quite a bit" or "very much" to their ability to speak clearly and effectively.

Outcome 4 DQP-3-Intellectual Skills-Engaging Diverse Perspectives

Measure 4.1 Diversity portfolio assignment in CC 105/SO 103 Diversity and Intercultural Communication

Sampling 4.1 All AAGS students enrolled in Diversity and Intercultural Communication.

Target 4.1 At least 80% of AAGS majors will earn a minimum of a B on this assignment.

Measure 4.2 AA graduate exit survey

Sampling 4.2 90% of students graduating from our AA program.

Target 4.2 80% of respondents to the AA graduate exit survey will report that the AA program contributed “quite a bit” or “very much” to their ability to interact effectively with people from other cultural, racial, or ethnic backgrounds.