

2019-20 Assessment Summary

Outcome 1

Strong analytical, communication, quantitative, and information skills – achieved and demonstrated through learning in a range of fields, settings and media, and through advanced studies in one or more areas of concentration.

Location of measure	Acceptable Target	Ideal Target
COMM 211	Exceeded	Approaching
CORE 110	Exceeded	Met
Math	Not met	Not met
Writing Across the Curriculum	No established standard; 95.7% passing.	
NSSE public speaking	Increase from freshman to senior.	
NSSE math	Increase from freshman to senior.	
NSSE writing	Increase from freshman to senior.	

Outcome 2

Deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, socio-cultural, aesthetic, and religious (or theological or spiritual) realms – achieved and demonstrated through studies that build conceptual knowledge by engaging learners in concepts and modes of inquiry that are basic to the natural sciences, social sciences, humanities, arts, and Christian faith (or theology).

Location of measure	Acceptable Target	Ideal Target
Bible	No assessment occurred.	
Science	Forty classes satisfy the 6 required hours of science classes. In 2019-20, assessment results were submitted for 15 of the classes. The classes and their results appear in the table. Of the courses assessed, 31.25% did not meet the acceptable target, 12.5% met the acceptable target, and 56.25% exceeded the acceptable target. See courses on p. 32.	
Social Science	Thirty-three classes satisfy the 3 required hours of social science classes. In 2019-20, assessment results were submitted for 19 of the classes. The classes and their results appear in the table. Of the courses assessed, 11.36% did not meet the acceptable target, 25% met the acceptable target, and 63.64% exceeded the acceptable target. See courses on p. 34.	

Outcome 3

Intercultural knowledge, integrative thinking, and collaborative problem-solving skills – achieved and demonstrated in a variety of collaborative contexts (classroom, community-based, international, and online) that prepare students both for citizenship and for work.

Location of measure	Acceptable Target	Ideal Target
Cultural Awareness	Fifty-five classes satisfy the 3 required hours from the Cultural Awareness menu. In 2019- 20, assessment results were submitted for four of the classes. The classes and their results appear in the table. Of the courses assessed, all courses exceeded the acceptable target. See courses on p. 37.	
NSSE	Increase from freshman to senior.	

Outcome 4

A proactive sense of responsibility for individual, civic, and social choices – achieved and demonstrated through forms of learning that connect knowledge, skills, values, and public action, and through reflection on students' own roles and responsibilities in social and civic contexts.

Location of measure	Acceptable Target	Ideal Target
Historical Literacy	Eleven classes satisfy the 3 required hours of historical literacy. In 2019-20, assessment results were submitted for one class. Student exceeded the acceptable and ideal targets in HIST 250. See courses on p. 40.	
COMM 211	Exceeded	Exceeded
NSSE	Decrease from freshman to senior.	

Outcome 5

Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another – achieved and demonstrated through advanced research and/or creative projects in which students take the primary responsibility for framing questions, carrying out analysis, and producing work of substantial complexity and quality.

Location of measure	Acceptable Target	Ideal Target
Capstone	No assessment occurred.	
NSSE	Increase from freshman to senior.	

University Requirements by Outcome and Assessment (2010-2020)

Outcome	Curricular Requirement	Internal Measurement	External Measurement
Strong analytical, communication, quantitative, and information skills - achieved and demonstrated through learning in a range of fields, settings and media, and through advanced studies in one or more areas of concentration.	Cornerstone (CORE 110, 115)	Annotated bibliography assessment	
	ENGL 111, ENGL 112, Sophomore literature, Writing-intensive course (major-specific)	Writing Across the Curriculum	NSSE
	COMM 211	Course-embedded assessment	NSSE
	MATH 120 or higher	Course-embedded assessment	NSSE
Deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, socio-cultural, aesthetic, and religious (or theological or spiritual) realms - achieved and demonstrated through studies that build conceptual knowledge by engaging learners in concepts and modes of inquiry that are basic to the natural sciences, social sciences, humanities, arts, and Christian faith (or theology).	BIBL 101, BIBL 102, BIBL 211, Upper-level Bible courses	Course-embedded assessment	
	Science menu	Course-embedded assessment	
	Social Science menu	Course-embedded assessment	
Intercultural knowledge, integrative thinking, and collaborative problem-solving skills - achieved and demonstrated in a variety of collaborative contexts (classroom, community-based, international, and online) that prepare students both for citizenship and for work.	Cultural Awareness menu	Course-embedded assessment	NSSE

A proactive sense of responsibility for individual, civic, and social choices - achieved and demonstrated through forms of learning that connect knowledge, skills, values, and public action, and through reflection on students' own roles and responsibilities in social and civic contexts.	Historical Literacy menu	Course-embedded assessment	NSSE
Habits of mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another - achieved and demonstrated through advanced research and/or creative projects in which students take the primary responsibility for framing questions, carrying out analysis, and producing work of substantial complexity and quality.	Capstone (major-specific)	Capstone writing assessment	NSSE

Outcome 1

Report : Assessment Cycle Details for : Communication

Report Generated by Taskstream

Workspace : Department Assessment & Continuous Improvement

Assessment Plan: 2019-2020 Outcomes Assessment Report: Assessment Plan and Assessment Findings

Assessment Plan Template : Departmental Assessment Plan Template

Report Generated : Thursday, May 27, 2021

Measures and Findings

1. GENERAL EDUCATION OUTCOME SET

❖ **B. Communication**

The Department of Communication and Sociology will address General Education competencies associated with COMM 211.

**1. Communication
Genres/Styles**

Communicate effectively in a variety of genres and styles appropriate to specific rhetorical situations.

Mapped to:

No Mapping

Measure

COMM 211 Speeches 1-3 (overall grade for each speech)

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Speech 1 (Career Speech), Speech 2 (Social Justice Speech), and Speech 3 (Community Advocacy Speech) will be assessed to determine whether students can communicate effectively across multiple genres, styles, and rhetorical situations.

Level of Proficiency Target (Competency Target):

84% of students will earn a "C" or above on the assignments, indicating most students have met the standard.

Ideal Target:

90% of students will earn a "C" or above on the assignments, indicating almost all students have met the standard.

Implementation Plan (timeline):

Data are collected each Fall and Spring semester.

Key/Responsible Personnel:

Course instructor, COMM 211 director, and department chair.

Supporting Attachments:***Findings***

for COMM 211 Speeches 1-3 (overall grade for each speech)

Summary of Findings:

Career Speech: 89.91% of students earned a "C" or above on this speech.

Social Justice Speech: 93.06% of students earned a "C" or above on this speech.

Community Advocacy Speech: 90.85% of students earned a "C" or above on this speech.

Acceptable Target Achievement:

Exceeded

Ideal Target Achievement :

Approaching

Substantiating Evidence:

2. Information

Access and use information ethically and legally.

Mapped to:

No Mapping

Measure

COMM 211 Speech 4

COURSE LEVEL; DIRECT - STUDENT ARTIFACT**Details/Description:**

The students' citation of supporting material in Speech 4 (Mastery Speech) will be assessed to determine whether they can ethically and legally incorporate data into their speech.

Level of Proficiency Target (Competency Target):

84% of students will earn a "C" or above on use of supporting material, indicating most students have met the standard.

Ideal Target:

90% of students will earn a "C" or above on use of supporting material, indicating almost all students have met the standard.

Implementation Plan (timeline):

Data are collected each Fall and Spring semester.

Key/Responsible Personnel:

Course instructor, COMM 211 director, and department chair.

Supporting Attachments:***Findings***

for COMM 211 Speech 4

Summary of Findings:

Not assessed this year.

Acceptable Target Achievement:**Ideal Target Achievement :****Substantiating Evidence:****3. Information**

Communicate, organize and synthesize information from sources to achieve a specific purpose.

Mapped to:

No Mapping

Measure

COMM 211, Final exam

COURSE LEVEL; DIRECT - EXAM**Details/Description:**

The final exam will be assessed to determine if students can effectively use and organize information to achieve a specific purpose. Students complete 5 open-ended questions in which they demonstrate their ability to produce all parts of an effective speech (e.g., develop an introduction, find/select/cite credible sources, adapt content to the audience, and a strategic plan for accomplishing the speaker's purpose).

Level of Proficiency Target (Competency Target):

84% of students will earn a "C" or above on the exam, indicating most students have met the standard.

Ideal Target:

90% of students will earn a "C" or above on the exam, indicating almost all students have met the standard.

Implementation Plan (timeline):

Data are collected each Fall and Spring semester.

Key/Responsible Personnel:

Course instructor, COMM 211 director, and department chair.

Supporting Attachments:***Findings***

for COMM 211, Final exam

Summary of Findings:

91.48% of students earned a "C" or above on the final exam.

Acceptable Target Achievement:

Exceeded

Ideal Target Achievement :

Exceeded

Substantiating Evidence:

4. Civic

Demonstrate understanding of community contexts and structures to achieve a civic aim.

Mapped to:

No Mapping

Measure

COMM 211 Stock Issues Plan Assignment

COURSE LEVEL; DIRECT - STUDENT ARTIFACT**Details/Description:**

Stock Issue Plan Assignment will be assessed to determine whether students understand how to assess and adapt a message to a civic audience, creating arguments appropriate for advocating a change in a particular community.

Level of Proficiency Target (Competency Target):

84% of students will earn a "C" or above on the assignment, indicating most students have met the standard.

Ideal Target:

90% of students will earn a "C" or above on the assignment, indicating almost all students have met the standard.

Implementation Plan (timeline):

Data are collected each Fall and Spring semester.

Key/Responsible Personnel:

Course instructor, COMM 211 director, and department chair.

Supporting Attachments:***Findings***

for COMM 211 Stock Issues Plan Assignment

Summary of Findings:

92.74% of students earned a "C" or above on the stock issues plan.

Acceptable Target Achievement:

Exceeded

Ideal Target Achievement :

Exceeded

Substantiating Evidence:

CORE 110 Assessment 2019-2020 Report

Dr. Laura Carroll, Assessment Director

Background

In order to assess outcomes 1.1A¹, 1.1B², and 1.1C³ from the QEP document, the Cornerstone (CORE 110) research artifact – annotated bibliography -- was collected. A stratified sample was used to select 100 papers for assessment.

The same assessment team met for the ninth year and consisted of 5 faculty members from across the university – Dr. Stephen Baldrige (Social Work), Dr. Laura Carroll, (Language and Literature/Adams Center), Dr. Houston Heflin (Bible, Missions, and Ministry), Dr. Susan Lewis (Vice Provost), Dawne Swearingen Meeks (Theatre).

¹ Students will determine the nature and extent of the information needed.

² Access the needed information effectively and efficiently

³ Students will use information ethically and legally.

Results

Outcome 1.1.A

The QEP report calls for an **acceptable target** of 70% of samples scoring 2.5 or higher, and an **ideal target** of 80% of samples scoring 2.5 or higher. In 2019-2020, 82.0% of samples scored 2.5 or higher; **the ideal target for 1.1.A was met this year.**

ONE	Obj. 1.1.A	CORE 110	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
	Determine Information Needed	Score $\geq$ 2.5	61%	56%	61.1%	84.8%	74.4%	89.1%	66.0%	84%	82%
		Acceptable Target (70%)	Not met	Not met	Not met	MET	MET	MET	Not Met	MET	MET
		Ideal Target (80%)	Not met	Not met	Not met	MET	Not met	MET	Not Met	MET	MET
		Average of all samples	2.45	2.55	2.69	2.96	2.87	3.05	2.69	3.04	3.03

Outcome 1.1.B

The QEP report calls for an **acceptable target** of 70% of samples scoring 2.5 or higher, and an **ideal target** of 80% of samples scoring 2.5 or higher. In 2019-2020 88% of samples scored 2.5 or higher; **the idea target for 1.1.B was met this year.**

	Obj. 1.1.B	CORE 110	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
TWO	Access and Use Information	Score $\geq$ 2.5	No assessment	67%	70.5%	84.8%	81.1%	78.3%	65%	76%	88%
		Acceptable Target (70%)	No assessment	Minimally Met	MET	MET	MET	MET	Not Met	MET	MET
		Ideal Target (80%)	No assessment	Not met	Not met	MET	MET	Not Met	Not Met	Not Met	MET
		Average of all samples	No assessment	2.52	2.62	2.89	2.77	2.85	2.56	2.88	3.07

Outcome 1.1.C

The QEP report calls for an **acceptable target** of 70% of samples scoring 2.5 or higher, and an **ideal target** of 80% of samples scoring 2.5 or higher. In 2019-2020, 84% of samples scored 2.5 or higher; **the ideal target for 1.1.C was met this year.**

THREE	Obj. 1.1.C	CORE 110	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
	Information Use Strategies	Score $\geq$ 2.5	40%	55%	80%	90.9%	91.1%	76.09%	74%	80%	84%
		Acceptable Target (70%)	Not met	Not met	MET	MET	MET	MET	MET	MET	MET
		Ideal Target (80%)	Not met	Not met	MET	MET	MET	Not met	Not met	MET	MET
		Average of all samples	2.01	2.49	2.82	3.04	3.06	2.84	2.78	3.05	3.07

Composite

The composite score, while not prescribed in the original QEP, was calculated to provide an overview of the Cornerstone assessment. To be consistent with the language for individual outcomes, an **acceptable target** of 70% of samples scoring 7.5 or higher and an **ideal target** of 80% of samples. In 2019-2020, 80% of samples scored 7.5 or higher; **the ideal target for the composite was met this year.**

COMPOSITE	Obj. 1.1	CORE 110	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
		Score $\geq$ 7.5	56% (5)	50.51%	66.32%	83.8%	80%	74.73	79.2	79%	80%
		Acceptable Target (70%)	Not met	Not met	Minimally met	MET	MET	MET	MET	MET	MET
		Ideal Target (80%)	Not met	Not met	Not met	MET	MET	Not met	Not met	Not Met	MET
		Average of all samples	3.76 (5)	7.72	8.121	8.89	8.7	8.63	8.07	8.9	9.16

Recommendations and Findings

The CORE 110 assignment, rubric and assessment are working well to teach and assess students' understandings of information literacy. Over nine years, we have worked to (1) revise the assignment, (2) refine the rubric, and (3) train teachers.

The 2017-2018 school year saw lower scores in all areas, while still meeting acceptable targets for the composite score. The assessment director, Director of Faculty Development, and Cornerstone director met to assess possible reasons for the lower– incoming students, number of new faculty to the course, etc. – and plan for Fall faculty development of CORE 110 teachers.

In Fall 2018 and Fall 2019, members of the the assessment team spent a lunch session equipping faculty to teach the annotated bibliography, specifically crafting questions and evaluating sources.

We focused on the following ideas:

1. Address the target audience in the introduction to the bibliography.
2. Refine and revise the research question based on the findings.
3. Reconsider the CRAP model for evaluation of sources
4. Emphasize changes in citation styles
5. Insure the students address questions rather than arguments

Among other factors, this intervention seemed to help scores and we will plan on creating similar equipping sessions for Fall 20.

Department of Mathematics

173 Onstead Science Center, ACU Box 28012, Abilene, Texas 79699-8012
325-674-2007



To: Dr. Jessica Smith
Assistant Provost for Curriculum and Assessment

From: Dr. David Hendricks
Chair, Department of Mathematics

Date: June 5, 2020

Re: General Education Assessments for Mathematics

Attached are documents relating to the General Education Assessment for mathematics for the 2019–20 academic year. We collected data from the following mathematics courses in both the fall and spring semesters:

- MATH 120, 123, 124, 130, and 185 and
- MATW 120, 123, and 130.

We collected data from MATH 131 during the spring 2020 semester only because it is a once-a-year course. For our general education classes, all sections of all courses submitted assessment data.

In 2016-17, we began having more than one assessment question for each course. During the 2019-20 year, we continued to work on the assessment questions for each course. In the past we often changed assessment questions midyear. This made comparisons and analysis more difficult. This year we have consistency in assessment questions among the sections of our courses and between semesters. Our assessment questions are chosen to measure how our students are doing in mastering the two or three major objectives in each general education course.

Because of the uniqueness of the spring semester, we are including summary information for each semester and for the year as a whole. While we expected changes in assessment results when comparing fall to spring, we only have one course that has extreme changes: MATH 124. The last assessment topic in MATH 124 (induction) had a significant increase in the percentage of students who scored at least 7 out of 10. In fall 2019, 24% of the students scored 7 out of 10 or better. In the spring, 86% scored 7 out of 10 or higher. We had other courses that had relative large changes from fall to spring or from 2018-19 to 2019-20, but none are as extreme.

Summary of Results

- **MATH 120/MATW 120:** Overall, the percentage of students scoring at least 7 out of 10, dropped from 2018-19. Part of this may be from adjusting our assessment questions to better align with the three major topics of the course. We also had a drop from fall to spring on the statistics assessment, but this may be the result of having this assessment the week after we came back from spring break. Students had been out of class for over two weeks.
- **MATH 123/MATW 123:** Two of the three assessment results improved from last year. The percentage of students scoring at least 7 out of 10 on the descriptive statistics

assessment increased from 80% in 2018-19 to 93% in 2019-20. This was a consistent increase across all semesters. Also, the percentage of students scoring at least 7 out of 10 on the inferential statistics assessment increased from 59% in 2018-19 to 69% in 2019-20. This increase appears to be consistent across all semesters. The probability assessment dropped from 80% in 2018-19 to 66% in 2019-20. This drop appears to be mainly due to MATW 123 students not doing as well.

- **MATH 124:** The percentage of students scoring at least 7 out of 10 on the modeling assessment dropped in all sections in 2019-20 with a significant drop in the spring 2020 semester. The application assessment stayed about the same, and the induction assessment had a highly significant increase in spring 2020 which improved the overall percentage for the year. The fall assessment percentage for induction was similar to the result for the 2018-19 year.
- **MATH 130/MATW 130:** Students in MATW 130 continue do much worse than students in MATH 130. Assessment results for 2019-20 are similar to 2018-19 assessment results.
- **MATH 131:** The percentage of students who scored 7 out of 10 or better on the optimization assessment is similar to last year's results. The percentage of students who scored at least 7 out of 10 on the antiderivative assessment improved significantly from 38% in 2018-19 to 69% in 2019-20.
- **MATH 185:** The percentage of students who scored 7 out of 10 or better on the application assessment dropped from 56% in 2018-19 to 38% in 2019-20. The other assessment results are fairly close to last year's results.

Use of Results

- **MATH 120/MATW 120:** While we will be working on improving the results on all the assessments during the 2020-21 year, the department will primarily focus on improving the results on the mathematics of finance assessment. MATH 120/MATW 120 faculty will develop an activity, a project, or a group assignment to help students understand the time value of money and how to do financial calculations.
- **MATH 123/MATW 123:** While we will be working on improving the results on all the assessments during the 2020-21 year, the department will primarily focus on improving the results on the probability assessment. MATH 123/MATW 123 faculty will develop an activity, a project, or a group assignment to help students understand chance events, how to calculate probabilities, and how to use probability distributions.
- **MATH 124:** While we will be working on improving the results on all the assessments during the 2020-21 year, the department will primarily focus on improving the results on the modeling assessment. This is not the assessment that students did the worst on, but it is something that students need throughout the course and in subsequent courses. MATH 124 faculty will create activities, projects, or group assignments to increase students' understanding of the parameters of exponential, logarithmic, and trigonometric functions and how to write down an equation that models a given situation.
- **MATH 130/MATW 130:** While we will be working on improving the results on all the assessments during the 2020-21 year, the department will primarily focus on improving the results on the mathematics of finance assessment. MATH 130/MATW 130 faculty will develop an activity, a project, or a group assignment to help students understand the time value of money and how to do financial calculations.
- **MATH 131:** While we will be working on improving the results on all the assessments during the 2020-21 year, the department will primarily focus on improving the results on the optimization/ derivative assessment. MATH 131 faculty will develop an activity, a project, or group assignment to help students understand how to construct a function model, apply calculus, and interpret the result.
- **MATH 185:** While we will be working on improving the results on all the assessments during the 2020-21 year, the department will primarily focus on improving the results on the derivative application assessment. MATH 185 faculty will create new slides/

presentations over derivative applications for non-activity days and post additional examples for students to reference outside class. In addition, faculty will continue to work toward having a 50/50 split between lecture and activities.

- **MATH 238:** (new for 2020-21 year) While we will be working on improving the results on all the assessments during the 2020-21 year, the department will primarily focus on improving the results on the multiple representations of ratios to solve proportionality problems assessment. As this is a new general education course, we will work on how to improve student learning during the summer and early fall semester.

General Education Assessment

Department of Mathematics

Summer 2019 - Fall 2019 - Spring 2020

The given percentage is the percentage of students that scored 7 out of 10 or higher on the assessment question.

The *Ideal* target is 85% of the students scored 7 out of 10 or higher, and the *Met* target is our acceptable target and is at least 70% of the students scored 7 out of 10.

Course	Term	Number of Students	Assessment Question					
			Probability		Statistics		Finance	
			%	Result	%	Result	%	Result
MATH 120-01	Summer	12	75%	Met	100%	Ideal	90%	Ideal
MATH 120-01	Fall	41	71%	Met	60%	Not Met	64%	Not Met
MATH 120-02	Fall	42	57%	Not Met	90%	Ideal	56%	Not Met
MATH 120-W3	Fall	15	53%	Not Met	58%	Not Met	50%	Not Met
MATW 120-01	Fall	15	60%	Not Met	53%	Not Met	20%	Not Met
MATW 120-02	Fall	15	33%	Not Met	67%	Not Met	33%	Not Met
MATW 120-03	Fall	12	42%	Not Met	42%	Not Met	50%	Not Met
MATW 120-11	Fall	11	55%	Not Met	60%	Not Met	44%	Not Met
MATH 120-01	Spring	30	66%	Not Met	57%	Not Met	53%	Not Met
MATH 120-02	Spring	25	44%	Not Met	44%	Not Met	84%	Met
MATW 120-01	Spring	11	36%	Not Met	36%	Not Met	27%	Not Met
MATW 120-02	Spring	12	67%	Not Met	58%	Not Met	58%	Not Met
MATW 120-11	Spring	3	100%	Met	0%	Not Met	0%	Not Met
MATH 120/MATW 120	summer	12	75%		100%		90%	
MATH 120/MATW 120	fall	151	57%		67%		50%	
MATH 120/MATW 120	spring	81	57%		48%		58%	
MATH 120/MATW 120	2019-20	244	58%		62%		55%	
MATH 120/MATW 120	2018-19	219	78%		91%		80%	

Course	Term	Number of Students	Assessment Question					
			Descriptive		Probability		Inferential	
			%	Result	%	Result	%	Result
MATH 123-01	Summer	11	82%	Met	75%	Met	82%	Met
MATH 123-01	Fall	46	100%	Ideal	74%	Met	89%	Ideal
MATH 123-02	Fall	44	91%	Ideal	68%	Not Met	84%	Met
MATW 123-01	Fall	16	94%	Ideal	33%	Not Met	60%	Not Met
MATW 123-02	Fall	22	91%	Ideal	18%	Not Met	50%	Not Met
MATW 123-11	Fall	5	100%	Ideal	25%	Not Met	50%	Not Met
MATW 123-12	Fall	4	100%	Ideal	33%	Not Met	0%	Not Met
MATH 123-01	Spring	75	92%	Ideal	92%	Ideal	67%	Not Met
MATW 123-01	Spring	15	80%	Met	29%	Not Met	36%	Not Met
MATW 123-11	Spring	1	100%	Ideal	0%	Not Met	0%	Not Met
MATH 123/MATW 123	summer	11	82%		75%		82%	
MATH 123/MATW 123	fall	137	95%		55%		74%	
MATH 123/MATW 123	spring	91	90%		81%		61%	
MATH 123/MATW 123	2019-20	239	93%		66%		69%	
MATH 123/MATW 123	2018-19	253	80%		80%		59%	

Course	Term	Number of Students	Assessment Question					
			Modeling		Application		Induction	
			%	Result	%	Result	%	Result
MATH 124-01	Fall	30	83%	Met	73%	Met	20%	Not Met
MATH 124-02	Fall	28	75%	Met	64%	Not Met	29%	Not Met
MATH 124-01	Spring	22	59%	Not Met	61%	Not Met	78%	Met
MATH 124-02	Spring	26	46%	Not Met	77%	Met	92%	Ideal
MATH 124	fall	58	79%		69%		24%	
MATH 124	spring	48	52%		70%		86%	
MATH 124	2019-20	106	67%		69%		52%	
MATH 124	2018-19	83	93%		71%		23%	

Course	Term	Number of Students	Assessment Question					
			Finance		Probability		Modeling	
			%	Result	%	Result	%	Result
MATH 130-01	Fall	43	86%	Ideal	74%	Met	91%	Ideal
MATH 130-02	Fall	42	67%	Not Met	74%	Met	86%	Ideal
MATW 130-01	Fall	23	9%	Not Met	27%	Not Met	5%	Not Met
MATH 130-01	Spring	33	100%	Ideal	94%	Ideal	97%	Ideal
MATH 130-02	Spring	31	100%	Ideal	100%	Ideal	94%	Ideal
MATW 130-01	Spring	18	11%	Not Met	94%	Ideal	39%	Not Met
MATH 130/MATW 130	fall	108	62%		64%		71%	
MATH 130/MATW 130	spring	82	80%		96%		83%	
MATH 130/MATW 130	2019-20	190	70%		78%		76%	
MATH 130/MATW 130	2018-19	181	63%		84%		78%	

Course	Term	Number of Students	Assessment Question			
			Optimization		Antiderivative	
			%	Result	%	Result
MATH 131-01	Spring	36	67%	Not Met	69%	Not Met
MATH 131	2019-20	36	67%		69%	
MATH 131	2018-19	26	69%		38%	

Course	Term	Number of Students	Assessment Question					
			Limit/Tangent		Application		Optimization	
			%	Result	%	Result	%	Result
MATH 185-01	fall	21	76%	Met	29%	Not Met	62%	Not Met
MATH 185-02	fall	22	82%	Met	45%	Not Met	50%	Not Met
MATH 185-D3	fall	1	100%	Ideal	100%	Ideal	100%	Ideal
MATH 185-01	spring	10	60%	Not Met	10%	Not Met	50%	Not Met
MATH 185-02	spring	17	65%	Not Met	53%	Not Met	29%	Not Met
MATH 185	fall	44	80%		39%		57%	
MATH 185	spring	27	63%		37%		37%	
MATH 185	2019-20	71	73%		38%		49%	
MATH 185	2018-19	57	77%		56%		46%	

General Education Assessment

Name of Course:

MATH 120/MATW 120 -- Quantitative Reasoning

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2016-17 year, the department is using three questions. One question is from each of the three major topics of the course: statistics, probability, and mathematics of finance.

Acceptable:

70% of the students will have an acceptable score on each question (70% or higher).

Ideal Target:

85% of the students will have an acceptable score on each question (70% or higher).

Implementation Plan:

We will collect data from the course in summer, fall, and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 123/MATW 123 -- Elementary Statistics

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2018-19 year, the department is using three questions. One question is from each of the three major topics of the course: descriptive statistics, probability, and inferential statistics.

Acceptable:

70% of the students will have an acceptable score on each question (70% or higher).

Ideal Target:

85% of the students will have an acceptable score on each question (70% or higher).

Implementation Plan:

We will collect data from the course in summer, fall, and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 124 -- Precalculus II

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2016-17 year, the questions will address forming and using a function to model a physical application (exponential, logarithmic, or sinusoidal), solving an application (exponential, logarithmic, or sinusoidal), and proof (induction).

Acceptable:

70% of the students will have an acceptable score on each question (70% or higher).

Ideal Target:

85% of the students will have an acceptable score on each question (70% or higher).

Implementation Plan:

We will collect data from the course in fall and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 130 / MATW 130 -- Finite Math for Applications

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2016-17 year, the department is using three questions. One question is from each of the three major topics of the course: modeling, probability, and mathematics of finance.

Acceptable:

70% of the students will have an acceptable score on each question (70% or higher).

Ideal Target:

85% of the students will have an acceptable score on each question (70% or higher).

Implementation Plan:

We will collect data from the course in fall and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 131 -- Calculus for Applications

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2016-17 year, the department is using two questions. One question is from each of the two major topics of the course: differentiation and integration.

Acceptable:

70% of the students will have an acceptable score on each question (70% or higher).

Ideal Target:

85% of the students will have an acceptable score on each question (70% or higher).

Implementation Plan:

We will collect data from the course in spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 185 -- Calculus I

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2016-17 year, the department is using three questions from the course that address applications of limits, continuity, and the derivative.

Acceptable:

70% of the students will have an acceptable score on each question (70% or higher).

Ideal Target:

85% of the students will have an acceptable score on each question (70% or higher).

Implementation Plan:

We will collect data from the course in fall and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

General Education Assessment

Name of Course:

MATH 238 -- Geometry and Measurement

General Education Menu:

Mathematics

Which general education SLO does your assessment address?

Quantitative Reasoning

Describe the assessment:

Beginning with the 2020-21 year, the questions will address development and understanding of geometric properties of triangles (sum of the angles is 180° , formula for area, etc.) and will address the use multiple representations of ratio types (with multiplication and division) to represent proportional relationships.

Acceptable:

70% of the students will have an acceptable score on each question (70% or higher).

Ideal Target:

85% of the students will have an acceptable score on each question (70% or higher).

Implementation Plan:

We will collect data from the course in fall and spring. We will evaluate responses at the end of each semester.

Responsible Personnel:

Department chair and instructors of the course

Writing Across the Curriculum Assessment 2019-20

The team sampled papers for assessment this year for the first time rather than assessing the population. A total of 70 papers from 37 courses were assessed; two reviewers scored each paper, and their scores were averaged for each paper.

Organization and Content

Reviewers rated each paper as excellent, pass, or fail. The equivalent score for each rating is 10 for excellent, 8 for pass, and 6 for fail.

The average score in this category was 8.36. Of the 70 papers, 87.1% (N=61) were excellent or passing, and 12.9% (N=9) were failing.

Diction and Style

Reviewers rated each paper as excellent, pass, or fail. The equivalent score for each rating is 5 for excellent, 3 for pass, and 1 for fail.

The average score in this category was 3.34. Of the 70 papers, 95.7% (N=67) were excellent or passing, and 4.3% (N=3) were failing.

Language Use and Mechanics

Reviewers rated each paper as excellent, pass, or fail. The equivalent score for each rating is 5 for excellent, 3 for pass, and 1 for fail.

The average score in this category was 3.64. Of the 70 papers, 95.7% (N=67) were excellent or passing, and 4.3% (N=3) were failing.

Total

The sum of the three preceding categories created the total score. A score of 19-20 is exceptional, 14-18.99 is passing, 10.01-13.99 is marginally passing, and 10 or below is failing.

The average total score was 15.21 with 95.7% of papers achieving a marginal pass or better.

The score breakdown was:

- Excellent, 8.6% (N=6)
- Pass, 78.6% (N=55)
- Marginal Pass, 8.6% (N=6)
- Fail, 4.3% (N=3)

Outcome 2

No assessment of 100-level Bible courses was conducted in 2019-20.

2019-20 Science Menu

Outcome 2: Deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, socio-cultural, aesthetic, and religious (or theological or spiritual) realms - achieved and demonstrated through studies that build conceptual knowledge by engaging learners in concepts and modes of inquiry that are basic to the natural sciences, social sciences, humanities, arts, and Christian faith (or theology).

Forty classes satisfy the 6 required hours of science classes. In 2019-20, assessment results were submitted for 15 of the classes. The classes and their results appear in the table. Of the courses assessed, 31.25% did not meet the acceptable target, 12.5% met the acceptable target, and 56.25% exceeded the acceptable target.

	Acceptable Target			Ideal Target		
	Not Met	Met	Exceeded	Moving Away	Approaching	Exceeded
AENV 130	X			X		
ANSC 111	X			X		
ENVR 112			X			X
BIOL 101		X				X
BIOL 112	X				X	
BIOL 113		X				X
BIOL 114			X			X
BIOL 115			X			X
BIOL 203			X			X
BIOL 291			X			X
BIOL 292			X			X
BIOL 293	X					X
PHYS 101			X		X	
PHYS 223	X				X	

Courses that did not submit assessment results include:

1. ENVR 233
2. BIOL 294
3. CHEM 101
4. CHEM 111
5. CHEM 112
6. CHEM 113
7. CHEM 114
8. CHEM 132
9. CHEM 133
10. CHEM 134
11. CHEM 203
12. GEOL 111
13. NUTR 120
14. PHYS 102

- 15. PHYS 110
- 16. PHYS 111
- 17. PHYS 112
- 18. PHYS 113
- 19. PHYS 220
- 20. PHYS 221
- 21. PHYS 222
- 22. PHYS 223
- 23. PHYS 330
- 24. PHYS/PHIL 378

2019-20 Social Science Menu

Outcome 2: Deep understanding of and hands-on experience with the inquiry practices of disciplines that explore the natural, socio-cultural, aesthetic, and religious (or theological or spiritual) realms - achieved and demonstrated through studies that build conceptual knowledge by engaging learners in concepts and modes of inquiry that are basic to the natural sciences, social sciences, humanities, arts, and Christian faith (or theology).

Thirty-three classes satisfy the 3 required hours of social science classes. In 2019-20, assessment results were submitted for 19 of the classes. The classes and their results appear in the table. Of the courses assessed, 11.36% did not meet the acceptable target, 25% met the acceptable target, and 63.64% exceeded the acceptable target.

	Acceptable Target			Ideal Target		
	Not Met	Met	Exceeded	Moving Away	Approaching	Exceeded
AGRB 261			X		X	
FAM 251			X		X	
FAM 262			X			X
COMM 101			X		X	
COMM 231 ¹			X			X
COMM 241			X			X
SOCI 111 ²			X		X	
GEOG 235			X		X	
GLST 120		X			X	
HIST 117	X			X		
HIST 118			X		X	
HIST 131		X			X	
HIST 221 ¹			X			X
HIST 250 ¹			X			X
JMC 100		X			X	
POLS 225			X			X
POLS 227			X			X
PSYC/PSYO 120 ⁴		X			X	
PSYC/PSYO 232 ⁴		X			X	

¹ COMM 231, HIST 221, and HIST 250 exceeded their targets for inquiry but did not meet targets for knowledge.

² SOCI 111 exceeded its acceptable target for knowledge but did not meet its target for inquiry.

³ JMC 100 met its targets for knowledge but did not meet targets for inquiry.

⁴ PSYC 120 AND PSYC 232 met acceptable targets and were approaching ideal targets; PSYO 120 and PSYO 232 exceeded all targets.

Courses that did not submit assessment results include:

1. ANTH 101
2. SOCI 222
3. GLST 212
4. GLST 214
5. GLST 217
6. HIST 222
7. HIST 280
8. HIST 332
9. ECON 260
10. ECON 261
11. ENGR 350
12. POLS 221
13. POLS 226
14. EDUC 221

Outcome 3

2019-20 Cultural Awareness Menu

Outcome 3: Intercultural knowledge, integrative thinking, and collaborative problem-solving skills - achieved and demonstrated in a variety of collaborative contexts (classroom, community-based, international, and online) that prepare students both for citizenship and for work.

Fifty-five classes satisfy the 3 required hours from the Cultural Awareness menu. In 2019-20, assessment results were submitted for four of the classes. The classes and their results appear in the table. Of the courses assessed, all courses exceeded the acceptable target.

	Acceptable Target			Ideal Target		
	Not Met	Met	Exceeded	Moving Away	Approaching	Exceeded
COMM 345			X		X	
HIST 250			X			X
GEOG 345			X			X
MUSM 230			X			X

Courses that did not submit assessment results include:

1. ART 101
2. ART 221
3. ART 222
4. DSGN 221
5. DSGN 222
6. FIN 419
7. BMIS 345
8. BMIS 371
9. BMIS 391
10. BMIS 420
11. BIOL/CHEM/CSD/NURS 308
12. ANTH 101
13. COMM 310
14. GLST 120
15. GLST 212
16. GLST 214
17. GLST 217
18. HIST 117
19. HIST 118
20. HIST 131
21. HIST 250
22. HIST 330
23. HIST 332
24. ENGL 470
25. GER 111
26. GER 112

- 27. GER 221
- 28. GER 222
- 29. SPAN 111
- 30. SPAN 112
- 31. SPAN 221
- 32. SPAN 222
- 33. BUSA 419
- 34. ECON 438
- 35. MGMT 419
- 36. MKTG 419
- 37. MUSM 131
- 38. MUSM 132
- 39. MUSM 231 (not offered)
- 40. MUSM 232 (not offered)
- 41. PHIL 379
- 42. PHIL 380
- 43. PHIL 451
- 44. PSYC 345 (not offered)
- 45. SOCW 329
- 46. EDUC 211
- 47. EDUC 476
- 48. THEA 220

Outcome 4

2019-20 Historical Literacy Menu

Outcome 4: A proactive sense of responsibility for individual, civic, and social choices - achieved and demonstrated through forms of learning that connect knowledge, skills, values, and public action, and through reflection on students' own roles and responsibilities in social and civic contexts.

Eleven classes satisfy the 3 required hours of historical literacy. In 2019-20, assessment results were submitted for one class. Student exceeded the acceptable and ideal targets in HIST 250.

Courses that did not submit assessment results include:

1. ART 325
2. BIBH 380
3. HIST 117
4. HIST 118
5. HIST 131
6. HIST 221
7. HIST 222
8. HIST 280
9. HIST 332
10. THEA 490

Outcome 5

Capstone Assessment 2019-20

The changes to modality and academic calendar in Spring 2020 in response to the COVID-19 pandemic meant that many faculty needed to change assignments in order to meet their courses' student learning outcomes during different conditions. Capstone papers are individual writing assignments in each discipline, and assessment is scheduled annually for late spring when instructors were focused on evaluating student work under unplanned circumstances. Therefore, institutional assessment did not make sense under these conditions.

The university did not conduct assessment of capstone writing assignments in 2019-20 but will continue with usual assessment cycles in 2020-21.

NSSE Items Supporting 2010-20 Outcomes

NSSE Item Number	NSSE Item	Outcome	2019 First-Years	2019 Seniors	2020 First-Years	2020 Seniors
18a	How much has your experience at this institution contributed to your knowledge, skills, and personal development in... writing clearly and effectively?	1	2.7	3.1	2.6	3.0
18b	How much has your experience at this institution contributed to your knowledge, skills, and personal development in... speaking clearly and effectively?	1	2.6	3.0	2.6	3.0
6a	During the current school year, how often have you... reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)?	1	2.5	2.5	2.5	2.5
4d	During the current school year, how often have you... used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)?	1	2.2	2.2	2.2	2.3
18d	How much has your experience at this institution contributed to your knowledge, skills, and personal development in... analyzing numerical and statistical information?	1	2.7	2.7	2.6	2.8
2c	During the current school year, how often have you... included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments?	3	2.5	2.7	2.6	2.8
2a	During the current school year, how often have you... combined ideas from different courses when completing assignments?	3	2.4	2.9	2.5	2.9
1g	During the current school year, about how often have you... worked with other students on course projects or assignments?	3	2.8	3.0	2.8	3.0
18i	How much has your experience at this institution contributed to your knowledge, skills, and personal development in... solving complex real world problems?	3	2.7	2.9	2.7	2.9
18j	How much has your experience at this institution contributed to your knowledge, skills, and personal development in... being an informed and active citizen?	4	2.6	2.6	2.7	2.6

2b	During the current school year, about how often have you... connected your learning to societal problems or issues?	4	2.4	2.7	2.5	2.8
18c	How much has your experience at this institution contributed to your knowledge, skills, and personal development in... thinking critically and analytically.	5	3.0	3.4	3.0	3.4