



**Evangel University      Due: September 14, 2016**  
**Academic Program Assessment Report**

**Instructions: Please complete a separate Report for every academic program/major.**

**Department: Behavioral & Social Sciences**

**Term: FA2015-SP2016**

**Academic Program Evaluated: Criminal Justice**

**Faculty members involved in this assessment process:**

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1. Roger Moore	Program Coordinator	Lead
2. David Millsap	Adjunct Professor of CJ	Advisory
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8.		

**Number of students in sample: Total Students: 50**

*Instrument(s) used in assessment:*

1. Advisory committee
2. Practicum site coordinator evaluations CJST 498
3. Practical exercises evaluation from CJST 422
4. Exams CJST 241 FA2015, CJST 423 SP2016
5. Student evaluations

**Methodology:**

SWOT analysis of above instruments, in addition to summary data analysis.

## **Results of Assessment (data in summary format):**

On 9/19/16 the Criminal Justice Program Advisory Board met to discuss the EU Criminal Justice Program and evaluate its strengths, weaknesses, opportunities and any possible threats. Board members consist of a variety of criminal justice professionals and stake holders in the Springfield area. The findings of the meeting are listed below, and the complete narrative of items discussed is available in the meetings minutes from this meeting.

### **Strengths:**

Faculty, class size, Criminal Justice Community support for the program, and our students.

### **Weaknesses:**

Facility limitations such as no dedicated lab facilities for crime scene work, over generalization of some classes.

### **Opportunities:**

Survey of other institutions for best practices, survey of past students and how they apply their degrees, future addition of specific tracks in the junior and senior years, addition of a police budgeting class (Police Administration), increase online criminal justice course offerings.

### **Threats:**

National decrease in number of people entering the field, general climate regarding law enforcement and community relations, cost, competition for qualified staff from other local universities, limited online offerings.

In addition to the input from the Advisory Board a review of program goals and objectives was conducted along with specific learning outcomes to determine if adjustments were needed and to see if benchmark performance levels are being met. This review determined that the current benchmark of a 75% class average on test questions and a passing score on practicum/practical exercises that were directly related to specific course goals had met or exceeded the benchmark for the time period reviewed.

### **Summary Data per Program Objectives:**

Criminal Justice Program				
Goals	Measurement Source	Benchmark	Date Collected	Data
Goal #1: Equip students with knowledge and understanding of the history and operation of various components in the criminal justice system	Exam#1 CJST 423 SP2016, Exam #3 CJST 241 FA2015, Exam #4 CJST 241 FA2015	75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.	Fall 2015, Spring 2016	Exam #1 CJST 423 - class average 76% Exam #3 CJST 241 79% class average Exam #4 class average 87%
Goal #2: Prepare students to think critically and develop an understanding of the various criminological theories	Exam #1 CJST 241 FA2015, CJST 498 FA2015 Practicum Organizational Analysis Paper, CJST 241 FA2015 Court observation assignments paper	75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.	Fall 2015	Exam #1 CJST 423 - class average 76% CJST 498 FA2015 Practicum Organizational Analysis Paper class average 95%, CJST 241 FA2015 Court observation assignments paper
Goal #3: Equip students with the knowledge and skills to competently apply principles of criminal investigation.	CJST 422 FA2015 Crime Scene Practical Exercise	75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.	Fall 2015	100% of the class passed the exercise
Goal #4: Prepare students to demonstrate an understanding of concepts and theories of police administration:	CJST 498 FA2015 Practicum – Organizational Analysis Paper	75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.	Fall 2015	CJST 498 FA2015 Practicum Organizational Analysis Paper class average 95%
Goal #5: Develop within students the understanding and application of significant law enforcement	Exam#2 CJST 241 FA2015	75% or higher average score on exams.75% or higher number of students with	Fall 2015	Exam#2 CJST 241 FA2015 - class average was 78%

values, ethics and behavior		<i>passing grade on practical exercises.</i>		
Goal #6: Equip students with knowledge and history of state and federal laws	Exam #2 CJST 241 FA2015, Exam #5 Final CJST 241 FA 2015	<i>75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.</i>	Fall 2015	Exam#2 CJST 241 FA2015 - class average was 78% Exam #5 Final CJST 241 FA 2015 class average was 86%
Goal #7: Prepare students to function competently and ethically within a criminal justice setting	CJST 498 SP2016 Practicum Site Evaluation FA2015	<i>75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.</i>	Fall 2015, Spring 2016	100% of class received a passing evaluation from the practicum site coordinator
Goal #8: Prepare students to work in the criminal justice field using a Christian world view as their lens	CJST 372 FA2016 Paper on integration of Christian world view and Criminal Justice	<i>75% or higher average score on exams.75% or higher number of students with passing grade on practical exercises.</i>	Fall 2016	

**Strengths:**

Faculty – Our CJST faculty are all people with extensive experience in the criminal justice field in which they instruct. Student evaluations, leaning outcomes all point to quality instructors.

Small class sizes allow for more individualized instruction and attention to each student. Criminal Justice Community support- Our program has strong support and working relationships with the local law enforcement community. Our students volunteer to assist the local police agencies with training and many of the local agencies support our students as interns during their practicum experiences.

Students - Evangel University draws students with a great deal of devotion to their community and respect for those in the criminal justice community. We have an active Criminal Justice Club on campus.

**Areas in need of improvement:**

Increased course offerings in areas of online CJST courses, splitting of some courses to allow for more specific detailed study of the topic and development of elective courses specific to areas of critical skills needed to thrive in the criminal justice profession. If budget allows, work toward dedicated lab facilities for a criminalistics course in the future.

**Plans for improvement:**

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
Split Criminal Investigations class into two separate courses, Investigations & Criminalistics	Fall 2017	Roger Moore/David Millsap
Develop Law Enforcement & Security Handgun Course	Spring 2017	Roger Moore
Develop and implement an online only offering in the Criminal Justice program.	Summer 2017	Roger Moore

**Improvements made:**

Work has begun on development of an online course offering for FA 2017 other projects are pending budget and course approval.



**Evangel University      Due: September 29, 2016**  
**Academic Program Assessment Report**

**Instructions: Please complete a separate Report for every academic program/major.**

**Department: Behavioral and Social Sciences    Term: Fall 2016**

**Academic Program Evaluated: Masters in Counseling**

**Faculty members involved in this assessment process:**

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1. Dr. Grant Jones	Professor	Evaluator – data input
2. Dr. Melody Palm	Professor	Evaluator – data input
3. Dr. Huba Ray	SC Field Coordinator	Evaluator – data input
4. Dr. Jeff Fulks	Professor	Evaluator – data input
5. Dr. Jean Orr	Professor	Evaluator – data input
6. Ms. Debbie Bicket	Assistant Professor	Evaluator – data input
7. Ms. Neva Atteberry	Adjunct Instructor	Evaluator – data input
8. Dr. Christine Arnzen	Program Coordinator	Organize data, evaluator
9. Dr. Donna Washburn	Department Chair	Evaluator – data input

**Number of students in sample:**

Current 2016-17 students: 86 combined SC and CMHC students

Past 2015-16 students:

**Narrative:**

After a number of transitions over the past three years, Evangel University's current Masters in Counseling Program is a new program as of academic year 2016 -17. First, Evangel University's Masters in Counseling Psychology Program consolidated with the Assemblies of God Theological Seminary Masters in Counseling Program in the 2013-14 academic year. Second, the program was redesigned in 2014 -15 academic year as a Masters in Clinical Mental Health Counseling. Third, during 2015-16, Evangel agreed to teach out 11 students from a Forest Institute of Professional Psychology. Fourth, the 2016 -17 the Clinical Mental Health Counseling Program and School Counseling Program merged under one counseling program. Until the 2016 academic year, Evangel University offered two separate counseling degrees offered by two academic departments. The Behavioral and Social Sciences Department housed the Masters of Clinical Mental Health and the Education Department housed the Masters in School Counseling. With the goal of seeking accreditation under the Council for Accreditation of Counseling and Related Educational Programs (CACREP), as well as operating with greater efficiency, Evangel Administration approved the establishment of a single Masters of Counseling with two specialty tracks.

**Instrument(s) used in assessment:**

1. Counselor Competency Scale – Revised (CCS-R)
2. Counselor Preparation Comprehensive Examination (CPCE)
3. In house comprehensive – School Counselor
4. National Counselor Examination (NCE)
5. Missouri Educator Gateway Assessment (MEGA)
6. Internship Final Evaluation by site supervisors
7. Assignment Rubrics – tied to program objectives

**Methodology:**

1. Baseline clinical skills and counselor dispositions will be assessed using the CCS-R at the conclusion of Counseling Skills Class.
2. Rubrics for key program standards will be established and recorded via learning outcomes in Course Commons (digital learning platform).
3. Students will take the CPCE in March of the final spring semester.
4. Students will voluntarily complete the NCE and/or MEGA assessment for licensure and/or certification in April of final spring semester
5. Student will be evaluated by site supervisors CCS-R – in final semester of internship

**Results of Assessment Data:**

Since this is a new program, there is limited historical data available.

1. The CCS-R is a new assessment instrument and there is no data available.
2. Using the benchmark established for the current counseling program, only 82% of last year's students met the bench mark. Benchmarks were not met in the following areas: Group Counseling, Assessment, and Research/Program Evaluation.
3. Of the students electing to take the licensure examination (NCE), 96% (23/24) passed.
4. The CPCE is not used in the school counseling program. School counseling students took an in-house comprehensive exam wherein 17/17 passed.
5. For students electing to take two MEGA assessments required for Missouri certification, 16/17 passed both exams.
6. Final internship evaluations revealed 100% of CMHC site supervisors reported the willingness to hire students if a position was available.
7. With the exception of one assignment in Human Growth and Development (77 %) all benchmarks tied to learning outcomes were met.

**Strengths:**

1. Based on historical information, students in the both program consistently meet benchmarks of standardized assessments as well as in-class assignments.
2. Faculty are committed to work towards improving the program via secondary accreditation.
3. Faculty are committed to blending the school counseling and clinical mental health program cultures into a unified program.
4. New 2016-17 students are in cohort model.

**Areas in need of improvement:**

1. Most of the lower courses with below or at benchmark scores are taught by adjunct faculty or non-core.
2. Need to increase benchmark performance in the following classes: Assessment, Research/Program Evaluation, and Group Counseling

**Plans for improvement:**

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
Hire full time Ph.D. – CES, School Counseling	Fall 2017	Provost, Department Chair, Program Coordinator
Move to 100% cohort model	Fall 2017	Program Coordinator
Identify resources for CPCE, NCE, MEGA	Jan 2017	Program Coordinator, Program Faculty

**Improvements made:**

Not applicable

Submitted by,

Christine Arnzen, Ph.D., LPC  
Coordinator, Masters in Counseling Program





**Evangel University      Due: September 14, 2016**  
**Academic Program Assessment Report**

**Instructions: Please complete a separate Report for every academic program/major.**

**Department: Behavioral and Social Sciences**

**Term: FA 2016**

**Academic Program Evaluated: Government (from 2011 to 2016, this designation included Government, PreLaw, Public Administration, and International Studies)**

**Faculty members involved in this assessment process:**

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1. Robert Bartels	Associate Professor	evaluator

**Number of students in program**

(this includes all the segments of the Government program listed above):

<b>1<sup>st</sup> year:</b>	66 (2012)
<b>2<sup>nd</sup> year:</b>	59 (2013)
<b>3<sup>rd</sup> year:</b>	25 (2014)
<b>4<sup>th</sup> year:</b>	27 (2015)

**Total Students:**    177

*Instrument(s) used in assessment:*

1. GOVT 480/496 course project assessment
2. GOVT 170 Citizenship Essay assessment

**Methodology:**

Unique assignments within each course that allows for the tracking of student work products, provide the opportunity for comparisons in a four- to five-year period. At this point, the data is insufficient, but it does allow for a beginning place holder as numbers are continuously tracked and new measures developed.

**Results of Assessment (data in summary format):**

The Government Program had a two-pronged approach in assessing its program over the past six years.

1. The freshman course of GOVT 170 – Intro to American Government utilized the Christian Citizenship Essay assignment, produced using EU 20 standard of C5 - Christian Citizenship. During this period, the course was taught each semester, averaging 50.4 students each time. The data gathered for this assignment is as follows:

2010-11	2011-12	2012-13	2013-14	2014-15
70.7 / 84.16 %	88.8 / 87.4 %	81.4 / 75.56 %	78.9 / 82.74 %	82.74 / 84.0 %

2. The second course tracked was the capstone for the program, GOVT 480-496 Scope and Methods of Political Science with Seminar. The Seminar project served as the artifact for determining the core government competencies developed through the program. Students worked on a variety of projects for government officials when possible. The course was routinely taught annually, with the average class size of 8.5 students. The data gathered for this assignment is as follows:

SP 2011	FA 2011	FA 2013	FA 2014
94.0 %	90.33 %	96.74 %	93.14%

These two instruments provide the “bookends” for a Government student’s experience in the program, with their beginning assignment among their peers to the final product after focused course work. On a scale of 1 to 10, based on the data above, the general education course of GOVT 170 is rated 7.5, while the GOVT 480-496 course is rated as 9.0.

**Strengths:**

The general education course of GOVT 170 provides an excellent opportunity for freshman students to investigate government as a possible minor to be included in their overall academic planning. Other courses that can be utilized this way are GEOG 211 – World Regional Geography, ECON 212 (213) – Economics in Society, ANTH 334 – Comparative World Religions.

**Areas in need of improvement:**

1. With the smaller Government program, new measures need to be set up and tracked within the courses to be able to continue to determine the effectiveness of the program overall, as well as the effectiveness of all courses within the program.
2. The internship program (GOVT 498) needs evaluated and improved to utilize it as a capstone experience that will replace the GOVT 480-496 course.

**Plans for improvement:**

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
Update GOVT 170 assignment to be tracked as an artifact.	Design FA 2016, and implement SP 2017.	Robert Bartels
Create 200-level portfolio 2 credit hour course to prepare students to track artifacts that showcase skill and knowledge development.	Design and present to Academic Council SP 2017 with goal to implement FA 2017.	Robert Bartels
Create 400-level portfolio 1 credit hour completion course.	Design and present to Academic Council SP 2017 with goal to implement FA 2017.	Robert Bartels
Develop an artifact within the GOVT 498 - Internship course to be used as a capstone document in the portfolio.	Design FA 2016, and implement SP 2017.	Robert Bartels
Continue to develop prelaw society network for students and alumni.	Design FA 2016, and implement SP 2017.	Robert Bartels

**Improvements made:**

1. Reduce the number of government programs offered within Social Sciences. This was implemented with departmental and Academic Council approval in Spring 2016. Two members of faculty retired, creating the necessity to reduce the program size.
2. Create a sophomore course to introduce writing skills necessary for the major. In 2014, the Social Science Department selected to remove the capstone course, GOVT 480-496 with a departmental course of SSCI 225 – Research Methods for Social Science. Many of these skills were covered in the capstone, but it was determined to introduce them sooner to the students to improve their overall effectiveness in all their Government courses.
3. Alter the prelaw government program to be an interdisciplinary program allowing students from any major to participate. It was discovered that law courses existed in the Business, Criminal Justice, Communications, and Church Ministries programs. By adjusting the parameters of the program, students interested in those programs are able to continue with the major and still prepare for legal studies. This change was implemented in Fall 2016.



**Evangel University      Due: September 30, 2016**  
**Academic Program Assessment Report**

**Instructions: Please complete a separate Report for every academic program/major.**

**Department:      Behavioral Sciences**

**Term: Fall 2016**

**Academic Program Evaluated: PSYCHOLOGY**

**Faculty members involved in this assessment process:**

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1. Heather Kelly	Professor	Evaluator
2. Deborah Johnson	Professor/Prac. Cord.	Evaluator
3. Grant Jones	Professor/Prog. Cord.	Evaluator
4. Jean Orr	Asst. Professor	Evaluator
5. Jeff Fulks	Professor	Evaluator
6.		
7.		
8.		

**Number of students in sample:**

Breakdown by year if known

**1<sup>st</sup> year:      2<sup>nd</sup> year: 2      3<sup>rd</sup> year: 13      4<sup>th</sup> year: 50      Total Students: 65**

*Instrument(s) used in assessment:*

1. ACAT
2. Program assessment student survey
3. Program assessment of seven objectives by benchmarks
4. Professor evaluations
5. Advisory board evaluations

**Methodology:**

1. Seniors of odd calendar years take the ACAT in the spring semester.
2. Seniors of even calendar years take the Program Assessment Survey.
3. Each year, data is collected to determine if the program has achieved its benchmarks.
4. Student evaluations of faculty are conducted annually after each course.

## Results of Assessment (data in summary format):

### 1. ACAT results

- There is no doubt our ACAT data for the last three assessments (2009, 2010, 2014) reflect a disconnect between our student's GPAs and their ACAT scores. We did not meet our overall goal of 50% or better in 2009 and 2014. All six 2014 domain means were below 50%. Please refer to Table 8 in the section "Assessment data for the Psychology program". We believe one factor for the low scores is when some courses are taken (freshman-sophomore years) and when the ACAT is taken. Another factor is that we were consolidating two psychology programs around 2014. This clearly is an area for improvement.

### 2. Student survey results

- We received great reviews on our 20 item questionnaire. The overall mean on a five-point scale of Strongly Disagree (1) to Strongly Agree (5) was 4.23 where 4.0 is Agree indicating an overall endorsement of the program. Only three items were below 4.0 (3.95, 3.93, and 3.65). The lowest statement involved available the amount of opportunities in doing research with faculty. Our highest scores (4.62) centered around students being pleased with the faculty's demonstration of Christian character and that they would recommend other student's becoming psychology majors. So the conclusion from this survey is a tremendous sense of satisfaction with the psychology program.
- The students indicated that the two most beneficial core courses to their academic program were Abnormal Psychology and Psychology of Personality. The two least beneficial were Statistics and Research Methods.

### 3. Benchmarks

- We passed all benchmarks except on ACAT scores for each of the six domains and quizzes in Lifespan class. See Table 2.

### 4. Professor evaluations

- We have stellar faculty evaluations for all psychology faculty members. Our individual means and our group mean are above the school's mean.

## **Strengths:**

1. Our graduates going to Evangel University Clinical Mental Health Counseling graduate program as a group have consistently outperformed their counterparts from other schools. Comprehensive exam scores and NCE scores indicate this.
2. The professors are a strength. Student evaluations consistently report how faculty are available for counsel and mentoring outside the classroom, are experts, demonstrate Christian traits, are passionate about their teaching, and are invested in the student's academic and personal growth.
3. We have an excellent track record of those students wanting to go to graduate school being accepted. The feedback we receive from them while in their graduate program is almost always that they were well prepared and had few struggles.
4. Another strength is the professor's expertise and the programs focus to provide a biblically integrative perspective of the field and practice of psychology. This is clearly seen in the student evaluations.
5. We have provided research opportunities for our students, both in academic venues and conference presentations. We have hosted and participated in regional psychology research conferences where many of our students made presentations. In the most recent conference, one of our students took a first place.
6. We provide many practicum opportunities and sites. These include group homes, prisons, rehabilitation centers and schools. Each year, students also have the opportunity to do an international psychology practicum in Nairobi Kenya.
7. All core faculty have earned doctorates and three are licensed psychologists and one is an ordained minister.
8. This year we inducted 42 students into Psi Chi. The previous year was 18. There are 82 members in the Psychology Club. We consistently increase in the number of students who attend International and Regional conferences (e.g. American Association of Christian Counselors).

## **Areas in need of improvement:**

1. ACAT scores top the list. This will be a strong priority in future years. Our goal is to be at the mean of each core domain in 2017.
2. We need more upper division electives. This is a personnel issue due to school budgetary issues.
3. Strengthen our research tract, both with engagement in the classes and overall outcomes. One class that needs direct focus is Statistics. Our advisory board also made this recommendation.
4. Better tracking of our graduates.

**Plans for improvement:**

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
Develop a benchmark rubric for 7 objectives	August 2016	Psychology committee-Grant Jones
Require Psyc 480 for all majors	August 2015	Psychology committee-Grant Jones
Improve ACAT means	May 2017	Psychology committee-Grant Jones
Add UD electives	January 2017	Psychology committee-Grant Jones
Improve delivery of the research tract	May 2017	Psychology committee-Heather Kelly
Better tracking of alumni	May 2017	Psychology committee-Grant Jones; Alumni office
Add a Psychology Alumni Advisory board	August 2017	Psychology committee-Grant Jones

**Improvements made:**

1. We have developed a benchmark rubric to evaluate all seven of the psychology program's objectives and have implemented it for this assessment.
2. We have made Psyc 480 Experimental Psychology a required course for all psychology majors. This went into effect last year.
3. We have added one upper division elective, The psychology of marriage and family, to the spring 2017 semester offerings.
4. We have constituted an alumni advisory board in the fall semester of 2016.



**Evangel University      Due: September 14, 2016**  
**Academic Program Assessment Report**

**Instructions: Please complete a separate Report for every academic program/major.**

**Department: BS & SS**

**Term: Fall 2016**

**Academic Program Evaluated: Social Work**

**Faculty members involved in this assessment process:**

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1. Lacey Nunnally	Program Director	Organizer /Evaluator
2. Lisa Street	Field Coordinator	Organizer /Evaluator
3. Dr. Donna Washburn	Department Chair/SWK professor	Evaluator
4. Dr. Jeff Fulks	Professor	Evaluator
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8.		

**Number of students in sample:**

Breakdown by year if known

**1<sup>st</sup> year: 12    2<sup>nd</sup> year:13    3<sup>rd</sup> year:10    4<sup>th</sup> year:15    Total Students: 50**



*Instrument(s) used in assessment:*

1. Practicum evaluation tool based on 10 program learning goals
2. Assignment rubrics used as outcome measures for learning goals
3. ACAT
4. Yearly program evaluations
5. Professor evaluations

**Methodology:**

1. In the senior year, all seniors conduct a 450-hour concurrent practicum and are evaluated twice each semester. The final evaluation is used to determine goal success.
2. Rubrics are established for key program assessment assignments and used in grading. Outcome information is recorded and provided to the SWK Program Director.
3. ACAT Social work assessment is taken by all seniors 6-8 weeks prior to graduation. Company provided the outcome information in several of our assessed areas.
4. Yearly program evaluations are conducted using the learning goals and a variety of classroom assignments to get an overall average for each goal.
5. Each semester and in each course, professors are evaluated by the students at the end of the semester.

**Results of Assessment (data in summary format):**

1 Practicum Evaluation of Social Work Learning Goals

- Outcome measure benchmark = 5 on a Likert scale of 1-7.
- Competency benchmark = 80% of students would attain a minimum of 5 for each program learning goal.
- Goal met with a range of 80% - 93%

2 Rubrics for key assignments

- Data still being assessed

3 ACAT Social Work Standard Report

The Program has ACAT data dating back to 2000 and has used this information to continuously improve the Program. The May 2016 graduating seniors obtained an overall *standard score* on the ACAT of 579 and overall *percentile score* of 79. Individual *percentile scores* ranged from 9 to 97.

- Outcome measure benchmark = 500 standard score in each ACAT area (8)
- Competency benchmark = 70% of students (11 out of 15) will score a 500 standard score in each ACAT area. Scores ranged from 60% in Social & Economic Justice to 100% in Values & Ethics. All were with the 70% range except for SEJ.

#### 4 Yearly Program Evaluations

The annual year-end evaluation is held during the summer and data from the yearlong evaluation process is gathered and analyzed for review and recommendations are made. All assignments and social work courses are reviewed in light of the 10 Program learning goals, which mirror CSWE competencies. Met benchmarks in all 10 areas assessed.

Findings include a need to focus on designing rubrics for all assignments that are part of the CSWE assessment, adding a formalized discussion and reading re: ethical standards in the *Intro to Statistics* class, providing additional structure to the MO State Capital legislative project in Social Policy II, and adding an additional text in SWK 480 Research Methods re: writing a literature review.

#### 5 End of semester Professor Evaluations by Students

- Overall student evaluations were positive for social work professors with few recommendations. For example, in 2015-2016, the Social Work program had a new full-time professor. Her evaluation rankings for both semesters were all average and above and landed in the top within the department.
- The Social Work Program Director, in the Spring 2016 Practice I class, had several positive remarks with one being the positive integration of faith in the classroom. In addition, one student remarked that the pairing of classes for the spring semester was found to be effective in learning key concepts within the field of social work and psychology.
- One corrective remark included confusion that was felt with an assignment and then grades suffered when done incorrectly.

#### **Strengths:**

- Out of the May 2016, BSW graduates, 60% attended graduate school directly after graduation. Various admitting schools include University of Michigan, Washington University, University of Northern Iowa, University of Colorado, University of Cincinnati, University of Missouri, Our Lady of the Lake, and Missouri State University. In addition, other graduates joined Ameri Corp, are volunteering abroad with an NGO, and several are in agencies working in their local area.
- Students volunteered 9,084 hours in the local community during the 2015-2016 year.
- The Social Work Program obtained a 2016-2017 grant from our accrediting body (CSWE) related to policy practice in the community.
- ACAT scores met benchmarks in 7 out of 8 assessment areas. Overall performance percentile score was 79 which is higher than last year's score of 76.
- Practicum evaluation of all seniors, in their 450-hour practicum, in 10 areas, met the benchmark of 80%
- During the second semester of research, students presented poster presentations of

their findings in the Student Union during lunch/dinner periods for 1-week. Students presented findings to faculty, staff and students. Most students presented findings to 15+ individuals.

- All students on Social Policy II researched and designed policy briefs for legislators and presented the briefs at the MO State Capital on Advocacy Day.
- In the fall semester, the Social Work Program collaborated with the Missouri State University School of Social Work for the 6<sup>th</sup> year to organize and execute *Foster Parents Night Out*. This event brought together social work students from both universities and community agencies. An additional collaborative event took place in the spring during *National Social Work Month* as the two universities fed women dealing with chronic homelessness in our area.
- One social work professor completed her PhD in Counselor Education.
- One social work professor is in the process of completing her doctorate in Educational Leadership.
- Veteran social work professor returned to the social work classroom.

#### **Areas in need of improvement:**

- Increase ACAT score in the area of Social and Economic Justice. ACAT reported 9 out of 15 students (2016 seniors) made a standard score of 500+, which is 60% vs 70% benchmark.
- Design/improve rubrics for all benchmark assignments
- Review all assignments in *Practice I* for clarity
- Formalize an ethics section in *Introduction to Statistics*

#### **Plans for improvement:**

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
Review all swk courses for SEJ content	January 2017	SWK Committee - LN
Design/Review rubrics for all benchmark assignments	January 2017	SWK Committee - LN
Review Practice I assignments	December 2016	Lacey Nunnally
Review ethical standards for the field of statistics and incorporate in Intro to Stats class	September 2016	SWK Committee – LN Dr Jeff Fulks

**Improvements made:**

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>	<b>Improvements Made</b>
Review all swk courses for SEJ content	January 2017	SWK Committee - LN	
Design/Review rubrics for all benchmark assignments	January 2017	SWK Committee - LN	
Review Practice I assignments	December 2016	Lacey Nunnally	
Review ethical standards for the field of statistics and incorporate in <i>Intro to Stats</i> class	September 2016	SWK Committee - LN Dr Jeff Fulks	<i>Introduction to Statistics</i> added ASA Ethical Guidelines



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**Department: BS & SS**

**Term: Fall 2016**

**Academic Program Evaluated: Social Work**

**Faculty members involved in this assessment process:**

<b>Name</b>	<b>Title</b>	<b>Assessment Role</b>
1. Lacey Nunnally	Program Director	Organizer /Evaluator
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**Number of students in sample:**

Breakdown by year if known

**1<sup>st</sup> year: 12    2<sup>nd</sup> year:13    3<sup>rd</sup> year:10    4<sup>th</sup> year:15    Total Students: 50**

*Instrument(s) used in assessment:*

1. Practicum evaluation tool based on 10 program learning goals
2. Assignment rubrics used as outcome measures for learning goals
3. ACAT
4. Yearly program evaluations
5. Professor evaluations

**Methodology:**

1. In the senior year, all seniors conduct a 450-hour concurrent practicum and are evaluated twice each semester. The final evaluation is used to determine goal success.
2. Rubrics are established for key program assessment assignments and used in grading. Outcome information is recorded and provided to the SWK Program Director.
3. ACAT Social work assessment is taken by all seniors 6-8 weeks prior to graduation. Company provided the outcome information in several of our assessed areas.
4. Yearly program evaluations are conducted using the learning goals and a variety of classroom assignments to get an overall average for each goal.
5. Each semester and in each course, professors are evaluated by the students at the end of the semester.

**Results of Assessment (data in summary format):**

1 Practicum Evaluation of Social Work Learning Goals

- Outcome measure benchmark = 5 on a Likert scale of 1-7.
- Competency benchmark = 80% of students would attain a minimum of 5 for each program learning goal.
- Goal met with a range of 80% - 93%

2 Rubrics for key assignments

- Data still being assessed

3 ACAT Social Work Standard Report

The Program has ACAT data dating back to 2000 and has used this information to continuously improve the Program. The May 2016 graduating seniors obtained an overall *standard score* on the ACAT of 579 and overall *percentile score* of 79. Individual *percentile scores* ranged from 9 to 97.

- Outcome measure benchmark = 500 standard score in each ACAT area (8)
- Competency benchmark = 70% of students (11 out of 15) will score a 500 standard score in each ACAT area. Scores ranged from 60% in Social & Economic Justice to 100% in Values & Ethics. All were with the 70% range except for SEJ.

#### 4 Yearly Program Evaluations

The annual year-end evaluation is held during the summer and data from the yearlong evaluation process is gathered and analyzed for review and recommendations are made. All assignments and social work courses are reviewed in light of the 10 Program learning goals, which mirror CSWE competencies. Met benchmarks in all 10 areas assessed.

Findings include a need to focus on designing rubrics for all assignments that are part of the CSWE assessment, adding a formalized discussion and reading re: ethical standards in the *Intro to Statistics* class, providing additional structure to the MO State Capital legislative project in Social Policy II, and adding an additional text in SWK 480 Research Methods re: writing a literature review.

#### 5 End of semester Professor Evaluations by Students

- Overall student evaluations were positive for social work professors with few recommendations. For example, in 2015-2016, the Social Work program had a new full-time professor. Her evaluation rankings for both semesters were all average and above and landed in the top within the department.
- The Social Work Program Director, in the Spring 2016 Practice I class, had several positive remarks with one being the positive integration of faith in the classroom. In addition, one student remarked that the pairing of classes for the spring semester was found to be effective in learning key concepts within the field of social work and psychology.
- One corrective remark included confusion that was felt with an assignment and then grades suffered when done incorrectly.

#### **Strengths:**

- Out of the May 2016, BSW graduates, 60% attended graduate school directly after graduation. Various admitting schools include University of Michigan, Washington University, University of Northern Iowa, University of Colorado, University of Cincinnati, University of Missouri, Our Lady of the Lake, and Missouri State University. In addition, other graduates joined Ameri Corp, are volunteering abroad with an NGO, and several are in agencies working in their local area.
- Students volunteered 9,084 hours in the local community during the 2015-2016 year.
- The Social Work Program obtained a 2016-2017 grant from our accrediting body (CSWE) related to policy practice in the community.
- ACAT scores met benchmarks in 7 out of 8 assessment areas. Overall performance percentile score was 79 which is higher than last year's score of 76.
- Practicum evaluation of all seniors, in their 450-hour practicum, in 10 areas, met the benchmark of 80%
- During the second semester of research, students presented poster presentations of

their findings in the Student Union during lunch/dinner periods for 1-week. Students presented findings to faculty, staff and students. Most students presented findings to 15+ individuals.

- All students on Social Policy II researched and designed policy briefs for legislators and presented the briefs at the MO State Capital on Advocacy Day.
- In the fall semester, the Social Work Program collaborated with the Missouri State University School of Social Work for the 6<sup>th</sup> year to organize and execute *Foster Parents Night Out*. This event brought together social work students from both universities and community agencies. An additional collaborative event took place in the spring during *National Social Work Month* as the two universities fed women dealing with chronic homelessness in our area.
- One social work professor completed her PhD in Counselor Education.
- One social work professor is in the process of completing her doctorate in Educational Leadership.
- Veteran social work professor returned to the social work classroom.

#### **Areas in need of improvement:**

- Increase ACAT score in the area of Social and Economic Justice. ACAT reported 9 out of 15 students (2016 seniors) made a standard score of 500+, which is 60% vs 70% benchmark.
- Design/improve rubrics for all benchmark assignments
- Review all assignments in *Practice I* for clarity
- Formalize an ethics section in *Introduction to Statistics*

#### **Plans for improvement:**

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>
Review all swk courses for SEJ content	January 2017	SWK Committee - LN
Design/Review rubrics for all benchmark assignments	January 2017	SWK Committee - LN
Review Practice I assignments	December 2016	Lacey Nunnally
Review ethical standards for the field of statistics and incorporate in Intro to Stats class	September 2016	SWK Committee – LN Dr Jeff Fulks



**Improvements made:**

<b>Plan for Improvement</b>	<b>Timeline</b>	<b>Responsible Person</b>	<b>Improvements Made</b>
Review all swk courses for SEJ content	January 2017	SWK Committee - LN	
Design/Review rubrics for all benchmark assignments	January 2017	SWK Committee - LN	
Review Practice I assignments	December 2016	Lacey Nunnally	
Review ethical standards for the field of statistics and incorporate in <i>Intro to Stats</i> class	September 2016	SWK Committee - LN Dr Jeff Fulks	<i>Introduction to Statistics</i> added ASA Ethical Guidelines

## Assessment for the History Program

**Note: Due to faculty and department chair changes in Social Science Department, quantitative data for 2015-2016 were not collected. Formal assessment of student learning is in process.**

Data from faculty teaching program courses, reports of practicum supervisors, recommendations from the Advisory Committee, and responses of alumni were used to develop the assessment for the history program. Future assessments will make use of additional data as detailed in the assessment plan.

### **Strengths, Opportunities, Weaknesses and Threats**

A SWOT analysis was conducted using assessment information from courses and insight from the Advisory Committee.

#### **Strengths**

- Small class sizes allow for more significant interaction with students and academic mentoring.
- Instructors: terminal degree in field of study, able to teach a wide variety of courses offered within the major, and willing to utilize online instruction
- Faculty very involved in local history with professional contacts in the field who can assist students in exploring careers that relate to the major.
- EU Historical Society: a student club that encourages majors and non-majors to take an interest in history through a variety of means
- Pi Gamma Mu: provides students with opportunities to present original research findings in a formal setting before peers.

#### **Weaknesses**

- Limited faculty. In the last ten years the university has experienced financial challenges which has led to reduction in faculty, part of which included cutting the history faculty by 50%. At present, there is one full-time faculty member teaching in the program.
- Changes in Core Curriculum: the university changed its general education core curriculum from a traditional approach in which history was a primary contributor to a multi-discipline approach, with history having a lesser part of the core. Under newer leadership this has been reversed, giving history a place in the core once again, thus giving the program and faculty broader exposure to students.
- Limited finances: over the last ten years' budget cuts have eliminated funds for professional dues and subscriptions to professional journals, as well as travel for professional development.
- The previous Social Science Department maintained a museum laboratory room to help train students studying museology. Since the consolidation of the schools and the consolidation of Social Sciences and Behavioral Sciences,

the facility has been taken over for storage purposes, and is no longer used as a laboratory.

### **Opportunities**

- The transition to a more traditional liberal arts core has allowed more students to be exposed to the discipline of history, and to history faculty thus creating opportunities for recruiting new majors.
- Students have opportunities for practicums and internships with a variety of local historic agencies.
- The history faculty established a Cooperative Agreement with Wilson's Creek National Battlefield to allow students to serve as volunteers for the National Park Service throughout the Midwest Region. This has led to some students securing both seasonal and full time career status with the NPS.
- Presence of Flower Pentecostal Heritage Center in Springfield gives students the opportunity to serve in a museum or archival setting and seeing an integration of history and historical faith.
- Creation of Public History minor that exposes students to career opportunities in museums, historic sites, and archives and greater opportunity to recruit students.
- Greater emphasis on online education has created potential markets for history students outside of the traditional campus environment.

### **Threats**

- General public perception that there are no careers related to the field of history
- Tuition free AA programs through the state junior colleges and tech schools
- Competition from the state university and community college system due to tuition differentials that are exacerbated by rising tuition at Evangel University.

### **Program Assessment**

#### **Faculty members involved in this assessment process**

Name	Title	Assessment Role
Larry Toll	Program Coordinator	Lead

evaluation

#### **Number of students in sample**

- 88 alumni over a ten year span.
- 207 students enrolled in upper level history course over the last five years.

#### **Instruments used in assessment**

- Professor-generated survey with alumni to ascertain their career fields
- Analysis of percentages of students in upper level history classes by majors, focusing on history, education, and others.

### **Methodology**

- Personal contact via social media with alumni.
- Simple statistical analysis of class enrollments over the last 5 years

### **Results of Assessment**

- 48% of alumni surveyed responded
- 10% currently employed in fields directly related to the major
- 3% in graduate school
- 23% currently employed in fields not directly related to the major
- 32% of students in upper level courses were history majors
- 33% of students in upper level courses were education majors
- 35% of students in upper level courses were other majors

### **Strengths**

- Class size, ability to interface with professionals in the field locally, easy access to faculty, personal connection of the professor with professionals in the area of public history.
- The program has a minor in public history, but it has very few students.
- The program also serves the Social Science Education major on campus by teaching the required history courses within the content sequence.

### **Weaknesses**

- The reduction in force two years ago has weakened the history program on multiple levels.
- Currently there are over 30 courses listed in the catalog, but with only one historian only 12 history classes can be offered within a mandated two- year rotation, and of that number only 8 are upper level courses. The lone professor teaches the public history courses in addition to his regular load, without remuneration in order that the courses will make. This has necessitated hiring an adjunct faculty member this academic year to teach a history course for adult studies in the fall, and a course on military history for the ROTC program in the spring.
- Recruiting for the history major and the public history minor is weak. The one professor promotes it in his classes and through social media, but it is unknown to what degree the admissions office assists with promoting the program. Seemingly there are new staff members in that office every year, and it is unknown how much they are aware of existing programs. Enrollment in public history has been quite low, with classes usually drawing no more than 3 to 6 students.

- The use of the history/museum laboratory as a storage facility restricts its use for its intended purpose. The intention of the university currently is to utilize the room as a testing facility at some point in the future.
- Currently, few history majors seek admission to graduate school, and enter a variety of vocations after graduation.
- History majors are not required to write formal research papers. Most elect to conduct research and deliver formal presentations of their findings for the required research component in upper level history courses.
- Currently there is no exit exam utilized as a means of measuring learning outcomes.

### **Opportunities**

- The active involvement of faculty in the local community, and the network of professionals in the field of public history that has been developed by the faculty constitute a source of great opportunity for history students seeking to find careers directly related to their major.
- The Evangel University Historical Society helps students explore local museums and historic sites where they can utilize the professional network established by the faculty to gain experience working in museums, archives and historic sites that can lead to careers in public history upon graduation.
- An analysis of students in upper level history classes over five years revealed that 35% of those students were in majors other than history (32%) or social science education (33%). This was the largest of the three groups (history, social science education, and other majors). Clearly there seems to be a 'market' for history among the general student population. This could constitute potential for recruiting for a history minor.

### **Threats**

- One of the threats noted among colleagues in the history profession is the general misconception among potential students and their families that there are 'no jobs with a history degree.' This is a threat that is difficult to combat, but could be addressed by those involved in recruiting potential students.
- The lack of additional faculty limits the program from offering additional courses that could attract more students. The current one historian is teaching five courses per term, plus summer school. The extra course is in the public history minor. Such a load limits faculty ability to adequately prepare or upgrade current courses being offered.
- The rising cost of education, coupled with free tuition at state community colleges offering liberal arts core curriculum courses, is a threat to recruitment of in-state students.

### **Recommendations**

In consultation with the Advisory Committee the history faculty recommend the following:

- 1) Work with Student Success to develop a history career fair for students;
- 2) Phase out the Public History Minor and incorporate the essential elements of it into a practicum/internship course that would be required of all history majors for graduation;
- 3) Work with the Admissions Office to make them aware of potential careers in the field of history;
- 4) Strengthen the history major by requiring research papers for majors in upper level courses, with the presentation of their findings in class;
- 5) Utilize Pi Gamma Mu to develop an annual program wherein research findings of students in the department (and particularly history) can be presented to the campus body in a formal setting;
- 6) Utilize the Historical Society to showcase local historic sites and professionals in the field so students can become familiar with them;
- 7) Introduce more course offerings in upper level courses by utilizing a three year or four year rotation schedule instead of a two year rotation, and offer non-western history, such as Modern Middle East or Twentieth Century Asia;
- 8) Identify and utilize an assessment instrument to measure student mastery of learning outcomes prior to graduation.

### **Action Items**

- Develop a History Career Fair in coordination with history faculty, Student Success, and Admissions by Fall 2017.
- Phase out the Public History minor and add a three hour practicum to the history major. This course would be designed by the history faculty and would consist of both classroom and field experience hours. The classroom portion of the course would introduce students to career opportunities in public history. To be completed by Fall 2018.
- Require history majors to write formal research papers in all upper level history courses, with their findings to be presented in class and select conferences. This will be carried out by the history faculty beginning in the Fall 2017.
- Develop and coordinate an annual Pi Gamma Mu Research Symposium for students to formally present their papers in a public venue. History faculty will coordinate with other faculty in the Behavioral and Social Science Department to allow for all students in the area of social science to participate. To be implemented by Spring 2018.
- Continue to utilize the Historical Society student club to take students to historic sites and to meet with professionals there to explore possible careers in public history. This will be coordinated by the faculty sponsor of the EU Historical Society, who will assist in identifying sites to visit and

coordinate meeting with professionals in the field. To be implemented by Fall 2017.

- Develop a three year history course rotation schedule and add at least two more upper level offerings to the schedule. History faculty will coordinate with the Chair and Administrative Assistant of the Behavioral & Social Sciences Department to implement this by the Fall 2017, with a published rotation schedule provided to students campus-wide.
- Utilize the ACAT assessment to determine mastery of learning outcomes. Will be coordinated by the history faculty and utilized every spring with graduating seniors pending budget approval. To be implemented in the Spring 2018.