Department: Behavioral & Social Sciences  
Academic Program Evaluated: Criminal Justice

Faculty members involved in this assessment process:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Roger Moore</td>
<td>Program Coordinator</td>
<td>Lead</td>
</tr>
<tr>
<td>2. David Millsap</td>
<td>Adjunct Professor of CJ</td>
<td>Advisory</td>
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<td>3.</td>
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Number of students in sample:  Total Students: 50

Instrument(s) used in assessment:
1. Advisory committee
2. Practicum site coordinator evaluations CJS 498
3. Practical exercises evaluation from CJS 422
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 stakeholders 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, overgeneralization 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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Measurement Source</th>
<th>Benchmark</th>
<th>Date Collected</th>
<th>Data</th>
</tr>
</thead>
</table>
| **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 CJST 241 - 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%                                                                                               |
### 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 | 75% or higher average score on exams. 75% or higher number of students with passing grade on practical exercises. | 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 | 75% or higher average score on exams. 75% or higher number of students with passing grade on practical exercises. | 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 | 75% or higher average score on exams. 75% or higher number of students with passing grade on practical exercises. | 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:**

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

**Improvements made:**

Work has begun on development of an online course offering for FA 2017 other projects are pending budget and course approval.
Faculty members involved in this assessment process:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
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<tbody>
<tr>
<td>Dr. Grant Jones</td>
<td>Professor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>Dr. Melody Palm</td>
<td>Professor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>Dr. Huba Ray</td>
<td>SC Field Coordinator</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>Dr. Jeff Fulks</td>
<td>Professor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>Dr. Jean Orr</td>
<td>Professor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>Ms. Debbie Bicket</td>
<td>Assistant Professor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>Ms. Neva Atteberry</td>
<td>Adjunct Instructor</td>
<td>Evaluator – data input</td>
</tr>
<tr>
<td>Dr. Christine Arnzen</td>
<td>Program Coordinator</td>
<td>Organize data, evaluator</td>
</tr>
<tr>
<td>Dr. Donna Washburn</td>
<td>Department Chair</td>
<td>Evaluator – data input</td>
</tr>
</tbody>
</table>

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 benchmark. 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:**

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

**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:

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<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
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</thead>
<tbody>
<tr>
<td>1. Robert Bartels</td>
<td>Associate Professor</td>
<td>evaluator</td>
</tr>
</tbody>
</table>

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

1st year: 66 (2012)
2nd year: 59 (2013)
3rd year: 25 (2014)
4th year: 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:

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<tbody>
<tr>
<td>%</td>
<td>70.7 / 84.16 %</td>
<td>88.8 / 87.4 %</td>
<td>81.4 / 75.56 %</td>
<td>78.9 / 82.74 %</td>
<td>82.74 / 84.0 %</td>
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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:

<table>
<thead>
<tr>
<th>Year</th>
<th>SP 2011</th>
<th>FA 2011</th>
<th>FA 2013</th>
<th>FA 2014</th>
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<tbody>
<tr>
<td>%</td>
<td>94.0 %</td>
<td>90.33 %</td>
<td>96.74 %</td>
<td>93.14 %</td>
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</table>

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:

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

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.
Faculty members involved in this assessment process:

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
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<tbody>
<tr>
<td>1. Heather Kelly</td>
<td>Professor</td>
<td>Evaluator</td>
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<tr>
<td>2. Deborah Johnson</td>
<td>Professor/Prac. Cord.</td>
<td>Evaluator</td>
</tr>
<tr>
<td>3. Grant Jones</td>
<td>Professor/Prog. Cord.</td>
<td>Evaluator</td>
</tr>
<tr>
<td>4. Jean Orr</td>
<td>Asst. Professor</td>
<td>Evaluator</td>
</tr>
<tr>
<td>5. Jeff Fulks</td>
<td>Professor</td>
<td>Evaluator</td>
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</tbody>
</table>

Number of students in sample:
Breakdown by year if known

1st year: 1  2nd year: 2  3rd year: 13  4th 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 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 where 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:

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

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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
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<tbody>
<tr>
<td>1. Lacey Nunnally</td>
<td>Program Director</td>
<td>Organizer /Evaluator</td>
</tr>
<tr>
<td>2. Lisa Street</td>
<td>Field Coordinator</td>
<td>Organizer /Evaluator</td>
</tr>
<tr>
<td>3. Dr. Donna Washburn</td>
<td>Department Chair/SWK professor</td>
<td>Evaluator</td>
</tr>
<tr>
<td>4. Dr. Jeff Fulks</td>
<td>Professor</td>
<td>Evaluator</td>
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4. Yearly program evaluations
5. Professor evaluations

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   • Data still being assessed

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Plans for improvement:

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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:

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<td>1. Lacey Nunnally</td>
<td>Program Director</td>
<td>Organizer /Evaluator</td>
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<tr>
<td>2. Lisa Street</td>
<td>Field Coordinator</td>
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</tr>
<tr>
<td>3. Dr. Donna Washburn</td>
<td>Department Chair/SWK professor</td>
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</tr>
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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

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<td>Program Coordinator</td>
<td>Lead</td>
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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.