



**Office of Institutional Effectiveness  
University Assessment  
2017-18 Annual Update  
Kathy Griffith, Director**

**Executive Summary**

Academic and co-curricular assessment training and assessment plan reviews are managed by the Office of Institutional Effectiveness. The director of university assessment chairs the Student Assessment and Learning Committee, which includes elected faculty members, appointed co-curricular members, and a student representative. The committee acts as a recommending body for assessment and general education. The committee met twice over the course of the academic year with additional business conducted via email. The committee provided:

- Shared governance regarding scoring rubrics and language in templates
- Review and feedback of assessment plans

Effective assessment is essential for the university to improve its academic programs and provide exceptional student experiences. To build capacity across the institution, the Student Learning Assessment Mini-Grants were launched in 2017-18. The grants were designed to support the development and implementation of student assessment activities in academic and co-curricular programs and the General Education curriculum. Three grants were awarded. Nursing was awarded a grant to assist faculty with the integration of NCLEX content throughout curriculum to improve performance on the NCLEX exam. Music was able to realize the creation of jury rubrics, instrumental repertoire guides, and student recital reflections to aid in aligning student learning outcomes with performance standards. A grant to study our students' Cultural Perspectives to aid a General Education initiative was completed by a faculty and shared in faculty development day.

Faculty Participation

Significant progress has been made to standardize academic assessment with the launching of *Guidelines for Developing and Implementing Assessment Plans* training guide along with new templates for systematic and standardized reporting. *Assessment Academy I* training workshops were developed and one hundred percent of all programs have participated in the workshops. Those with targeted needs (43%) also engaged in *Assessment Academy II* where they learned how to use indirect measures, identify and set targets, and present data. In addition, one-on-one consultations with programs chairs and departments were held throughout the 2017-18 academic year.

Assessment Academy I & II		
Year	Programs	Participants
2015-16	*29	29
2016-17	12	16
2017-18	**33	**14
TOTAL	74	59

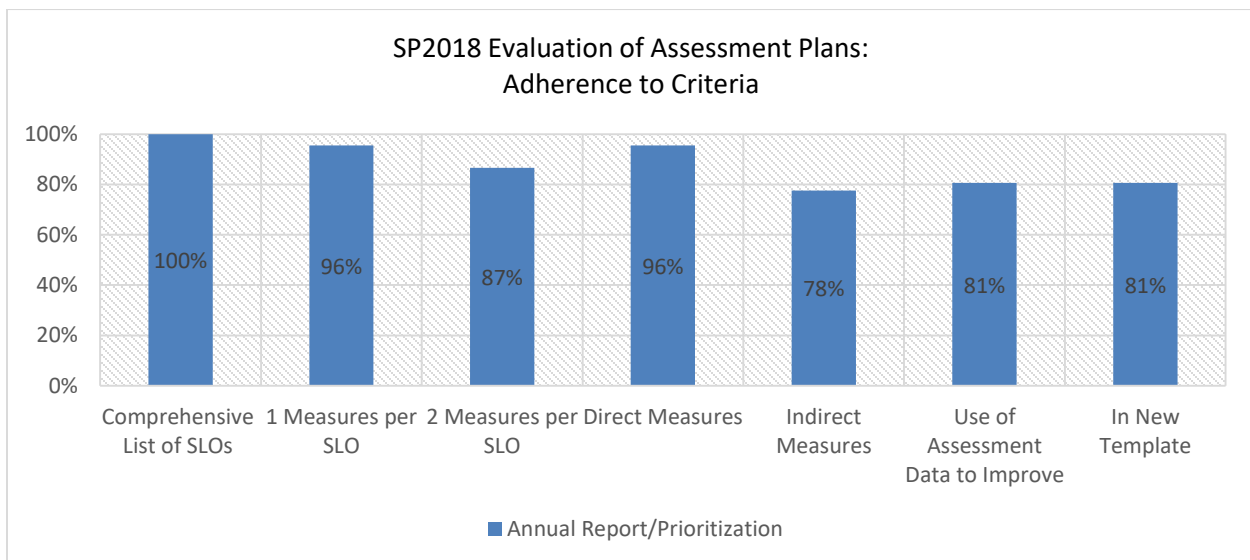
One-on-One Consultations		
Year	Programs	Participants
2015-16	6	10
2016-17	18	17
2017-18	16	22
TOTAL	40	49

\*2015-16 programs were calculated by the number of departments. After further consideration, it was determined that we should calculate by major. Thus, we have 74 majors. \*\*Assessment Academy II took place in 2017-18.

### Assessment Activity Update

Seventy-eight percent of programs have an [approved plan](#) (Appendix A) by the Student Assessment and Learning Committee; 81% of programs have transitioned their assessment plan into the new templates.

Assessment activity continues to trend upward as evidenced by the chart below. Although not all programs have transitioned to the new templates, much progress has been made. All programs have a comprehensive list of student learning outcomes, which are listed in the [University Catalog](#). The use of *indirect measures* has increased by 21% from spring 2017. The *use of assessment data to improve student learning* and *two measures per SLO* increased by 23% from spring 2017. Most notably, programs' *comprehensive list of SLOs* increased by 28%.



MVNU uses many types of measures to assess student learning. Direct measures of [course embedded strategies](#) (Appendix B) inform programs whether knowledge, skills, and dispositions are realized by students for the course and major. This correlation between student learning outcomes and student performance establishes a relationship between

student performance and curriculum. Other direct measures capture performance of General Education goals. This is discussed more under General Education.

[Indirect measures](#) (Appendix C) such as an Exit Interview or Program Review Survey are encouraged to seek reflection on program quality and perception of learning rather than demonstration of it. Self-reports on multiple attitudinal dimensions are expected to change as a result of the collegiate experience and creates a more complete picture of each outcome. They often take place as a pre/post-test environment. These measures are used in academic and co-curricular programming.

Thirty-nine percent of MVNU programs include a [field-based component](#) (Appendix D), where students demonstrate competency in real practice situations and are evaluated by seasoned professionals. For example, to assess the preparation of teachers for licensure, education programs assess students with a lesson plan evaluation and student candidate profile. The criminal justice program has a field observation assessment where students interact with local law enforcement to gain an understanding of the field and satisfy student learning objectives in the program.

Many programs (59%) use [commercial, norm-referenced, standard examinations](#) (Appendix E) (e.g., ETS *Major Field Test* series, PACAT Area Concentration Achievement Test series, Ivy Software, Peregrine Academic services, Pearson's Ohio Assessment for Educators). These instruments provide norm reference group(s) for comparison and can be very valuable for benchmarking. Each program analyzes student achievement, submits the findings and anticipated program updates in the annual report and assessment plan.

When nationally normed measures do not exist or do not align well with program outcomes, academic departments develop [in-house comprehensive examinations](#) (Appendix F). As with the examinations referenced above, each program analyzes student achievement, submits the findings in the annual report and assessment plan, and reviews curriculum to validate the test curriculum.

### General Education

The Office of Institutional Effectiveness continues to assist the director of General Education with the vast amount of data to create standard visualization tables for longitudinal tracking for the General Education (GE) program. Throughout 2017-18 the GE Committee reviewed all and aligned data to analyze student learning and set targets. Many [GE assessment instruments](#) are given on a rotational basis to an entering student as a pretest, which serves as a baseline for determining growth or change occurring between entry and as a post-test later in a student's college career. Not only do these instruments allow for comparison with other religious, four-year private colleges, but it provides MVNU trend data of students' perceptions and may lead to programmatic changes. The [GE Assessment Plan Dashboard](#) indicates whether targets have been met. The anticipated completion date of the initial assessment plan is expected summer 2018.

## Co-curricular Assessment

Student Life (SL) continues to make progress with co-curricular assessment. [Student Life learning outcomes](#) (Appendix D) and methods of measure have been defined and aligned with Chickering's seven developmental vectors and informed by Astin's theory of student engagement where the campus environment encourages growth, development, and transformation through involvement. Some avenues to assess co-curricular activity include the wellness program, spiritual formation survey, counseling services, and peer-to-peer mentoring. As a result of *Town Halls*, campus renovations have taken place and critical conversations were held to address current concerns of the study body. Co-curricular assessment of continuous improvement is on-going.

## Surveys

The Office of Institutional Effectiveness is responsible for surveying many of our constituents, which include current students and graduates. The full list of surveys conducted by our office is included in OIE Survey Calendar Output. The next few paragraphs describe a sampling of our survey activities.

The five-year program review survey is sent each year on a rotational schedule set forth by Academic Affairs. Data is collected, analyzed, and a summary report written for the program. The summary report is utilized to complete a portion of the program review. This charge was not realized in the 2017-18 academic year due to the Academic Prioritization Process that took place. However, our most recent graduates were surveyed with the Employment Enrollment Survey six months after commencement to inform us about [current employment and enrollment in advanced studies](#).

The Spiritual Formation Survey was given to all new students during New Student Institute. The survey was also administered to two-thirds of all students who were scheduled to take a post-test on spring testing day. Student Life studies the results for programmatic changes and co-curricular activity development.

Another survey initiated by our office was for the Master of Ministry program. The program has incorporated a pre/post self-evaluation for students to complete, which acquires knowledge of the program's effectiveness. The results from this pre/post self-evaluation will support evidence of programmatic/curricular requirements.

## Moving Forward

It is paramount to onboard programs who have not yet submitted an assessment plan in the new templates. It is critical to ensure new program chairs and faculty are trained in good assessment practices. To provide assistance to the campus community, Assessment Academy workshops and one-on-one consultations will continue to be held especially where there may be gaps in existing assessment plans. There will be continued focus to close the loop to ensure MVNU is providing a dynamic experience for our students. All programs will be transitioned to the new templates by 2021.

Appendix A

Office of Institutional Effectiveness  
Program Assessment Progress

Program--Traditional	Training 2015-16	Training 2016-17	Training 2017-18	Plan Submitted	Plan Scored
Accounting	✓	✓		3/9/2017	4/3/2017
Art/Visual Arts Education	✓			3/3/2017	4/3/2017
Biology	✓	✓		4/10/2017	5/19/2017
Business - Traditional <i>(all submitted together)</i>	✓	✓		3/9/2017	4/3/2017
Chemistry		✓			
Christian Ministry <i>(all submitted together)</i>	✓		✓	IP	
Communication <i>(all submitted together)</i>	✓			8/10/2016	10/11/2016
Communication Sciences & Disorders	✓			4/13/2017	5/3/2017
Computer Science		✓			
Criminal Justice	✓			9/28/2017	12/19/2017
Education - Traditional <i>(all submitted together)</i>	✓			1/26/2017	3/7/2017
Engineering	✓		✓	IP	
English/ILA	✓			IP	
Exercise Science		✓		11/22/2016	1/20/2017
General Education	✓			IP	
Graphic Design	✓			3/3/2017	4/3/2017
History/Integrated Social Studies	✓	✓		5/9/2018	6/6/2018
Honors Program	✓			1/3/2017	1/31/2017
Intercultural Studies	✓		✓	IP	
Mathematics/Integrated Math Education		✓		IP	
Music/Music Education	✓			IP	
Nursing - Traditional	✓			4/22/2016	8/9/2016
Philosophy -- Program being sunsetted per Prioritization					
Political Science -- Program being sunsetted per Prioritization					
Psychology	✓			9/28/2017	10/30/2017
Religion	✓		✓	5/22/2018	6/6/2018
Social Work - Traditional	✓				
Spanish/Spanish Education -- Program being sunsetted per Prioritization					
Sports Management		✓		11/22/2016	1/20/2017
Theatre/Drama -- Program being sunsetted per Prioritization					
<b>Program--Graduate &amp; Professional Studies</b>					
GPS Business Graduate <i>(all submitted together)</i>	✓	✓	✓	2/21/2017	5/25/2017
GPS Business Undergraduate <i>(all submitted together)</i>	✓	✓	✓	2/21/2017	5/25/2017
GPS Education <i>(all submitted together)</i>	✓		✓	1/26/2017	3/7/2017
GPS General Education		✓	✓	4/10/2018	6/5/2018
GPS Master of Ministry Program	✓		✓	7/23/2018	
GPS Nursing	✓		✓	4/12/2017	5/22/2017
GPS Social Work	✓		✓		

IP=in progress

NOT ALL MAJORS ARE LISTED, e.g. Biology has 11 concentrations, Communication has several majors

Appendix B

Office of Institutional Effectiveness  
Course-Embedded Measures by Program

Traditional Academic Programs

Program	Course-Embedded Measure
Accounting- BS	Strategic Audit
	Faith Integration Papers
	Business Ethics Final Paper
	Financial Management Course Project
	Globus Project and Presentation
	Business Communication Writing Assignments
	Intermediate ACC II Final Exam
	Cost Accounting Final Exam
	Advanced Tax Final Exam
	Advanced ACC II Final Exam
	Internship Evaluation Form
Art- BA	Assigned Faith Projects
	Historical/Contemporary Artists Critiques
	Senior Exhibition
	Written Assessment of Others
Biology- BS	Botany Final Exam
	Genetics Final Exam
	Bioethics Reflection Paper and Oral Presentation
	Youniversity Ecology Project
	Environmental Science Video Documentary Project
	Invertebrate Zoology Course Grade
	Ecology Final Exam
	Environmental Science Final Exam Technical Writing Research Paper and Oral Presentation
Business Administration-BA	Globus Business Project and Presentation
	Strategic Audit
	Pre/Post Faith Integration Papers
	Business Ethics Final Paper
	Financial Management Course Project
	Business Communication Resume Leadership Project
Christian Ministries- BA	Content Exam
	Ministry Vision Project
	Philosophy of Ministry Project
Communication Sciences & Disorders	Planning Therapy
	Research Paper and Presentation
	Professional Literature Reviews
	Clinical Preparation Sessions
	Clinical Record Keeping and Report Writing
Communication Studies- BA	Final Exams
	Communication Audit Report

	Persuasive Campaign Presentation
	Propaganda Video Analysis
	Portfolio Project
Computer Science - BA/BS	Ethical Case Studies
Computer Systems and Network Engineering- BS	Certification Exams
Criminal Justice	Pre-Post Criminal Justice Comprehensive Exam
	Qualitative Field Observation Project
	Restorative Justice Capstone Paper
	Pre-Post Philosophy of Treatment of Offenders Paper
	Christian Faith and Addiction Position Paper
Early Childhood Education- BA	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
	Portfolio
	Diversity Lesson Plan
	Interdisciplinary Unit Plan
English- BA	Portfolio Response Essays
	Senior Research Essay
	Reflective Essay
Exercise Studies- BA	Sport Specific Research Paper
	First Aid/CPR Certification
	Infectious Disease Presentation
	Motion Analysis Project and Presentation
	Fitness Assessment Project
Finance- BS	Final Exam Intermediate I & II Finance
General Education – Traditional	Contemporary Concerns Ethics Assignment
	Pre-Post Diversity Survey
	Worldview Essay
	Stewards of Natural Resources Project
Graphic Design - BA	Assigned Faith Projects
	Historical/Contemporary Artists Critiques
	Senior Exhibition
	Digital Tool Projects
	Written Assessment of Others
	Client Projects
History- BA	Historical Research Paper
	History of the Modern Middle East Paper
	Portfolio Essay Collection
	Capstone Paper
Honors	Honors Project
	Interdisciplinary Connections Reflective Essay
Intercultural Studies - BA	Cross-Cultural Awareness Inventory Index
Integrated Language Arts Education- BA	Content Area Teaching Methods Unit Plan
Intervention Specialist - BA	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
	Portfolio
	Diversity Lesson Plan
	Interdisciplinary Unit Plan
	Urban Diverse Field Experience

Integrated Mathematics Education- BS	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
Integrated Social Studies Education- BA	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
Journalism and Media Production- BA	Formal Analysis of Film Scene
	Christianity and Culture Paper
	Lakeholm Viewer Feature Stories
	iMovie Technical Quizzes
	Media Ethics Film Paper
Marketing-BS	Globus Business Project and Presentation
	Strategic Audit
	Pre/Post Faith Integration Papers
	Business Ethics Final Paper
	Financial Management Course Project
	Business Communication Resume
	Marketing Research Project
	Marketing Strategy Project
Mathematics- BS	Statistics Report
	Technical Writing Final Paper
	Modern Algebra Final Exam
	Pre-Post Calculus Exam
Middle Childhood Education - BA	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
	Portfolio
	Diversity Lesson Plan
	Interdisciplinary Unit Plan
Management - BS	Globus Business Project and Presentation
	Strategic Audit
	Pre-Post Faith Integration Papers
	Business Ethics Final Paper
	Financial Management Course Project
	Business Communication Resume
	Management Leadership Project
	Journal Article Review
Music Education- BA	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
Music - BA	Pre-Post Theory Test
	Standing Juries
	Piano Proficiency
	Senior Recital
	Internship
Nursing - BS	Value-Belief Simulation and Post-Sim Assignment
	Death/Dying Simulation and Post-Sim Assignment
	Biblical Worldview Faith Integration Forum
	Bioethical Discussion and Clinical Assignment
	Interview and Care Planning Assignment
	Evidence Based Practice Project



	Preschool Reflection
	Clinical Evaluation Level 2
	Pharmacy Safety Activity
Physical/Health Education-BA	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
Philosophy – BA	Philosophical Papers, Debates, and In-Class Presentations
Political Science -BA	Research Paper
Psychology-BA	Pre-Post Comprehensive Psychology Exam
	Individual Research Project and Presentation
	Operant Conditioning Lab
	Pre-Post Attitudes of Mental Illness Test
	Mental Illness and Ethics Paper
	Behavior Modification Paper
Public Relations- BA	Major Event Planning Evaluations
	Portfolio Website
	Weekly Quizzes
Religion - BA	Content Exam
	Ministry Vision Project
	Philosophy of Ministry Project
Sports Management- BA	Business Marketing Plan
	Sport Specific Research Project
	Group Project for Marketing, Magazine, and Promotion of a Product
	Budgeting Project
	Athletic Administration Written Presentation
Spanish Education (Multi-Age Education)- BA	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
Spanish- BA	Oral Exams
	Culture Presentations
	Story Presentation
	Study Abroad
	Phonetics/Phonology Exam
Social Work- BSW	Foundation Curriculum Assessment Instrument
	Field Placement/Practicum Assessment Instrument
	Ethnocentrism Scale
Theatre	Course Final Exam
	Develop Production Book
	Design a Show (costumes, set, sound & lighting)

Graduate and Professional Studies

Program	Course-Embedded Measure
Business Administration – BBA (BBA, Finance, Human Resource Management, Marketing, and Management)	Organizational Behavior Quiz
	Human Resources Presentation
	Case Study Analysis
	Government Regulation/Ethical Compliance Report
	Strategic Audit
Finance - BBA	Signature Assignment
Human Resource Management - BBA	Case Study in HR Management
	Harvard Review Case Study
Marketing - BBA	Marketing Research Project
Management - BBA	Project Management Cumulative Case Study
Business Administration – MBA (Health Care Administration, Human and Social Services, Ministry Leadership, and Organizational Management)	Organizational Strategic Analysis
	Web Research Project Paper
	Ethics Paper
Finance - MBA	Financial Planning Paper
Health Care Administration - MBA	Current Trends in Healthcare Research Paper
Human and Social Services - MBA	Human & Social Services Leadership Signature Assignment
	Comprehensive Leadership Paper
Ministry Leadership - MBA	Change Project Paper
	Church in the 21 <sup>st</sup> Century Signature Assignment
	Comprehensive Leadership Paper
Organizational Management - MBA	Change Project Paper
Dual MBA/MMIN	See MBA
Early Childhood Education - BA	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
	Portfolio
	Diversity Lesson Plan
	Interdisciplinary Unit Plan
General Education - GPS	Political Theories Research Paper
	Strategy for Action Plan Paper
	Cyberbullying Research Paper, Marketing Materials, and Presentation
	Worldview Portfolio
Intervention Specialist - MA	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
	Portfolio
	Diversity Lesson Plan
	Interdisciplinary Unit Plan
Leadership - BA	Reflection Paper
	Cumulative Case Study
	Applied Leadership Project
Management - MSM	Organizational Strategic Analysis
	Web Research Project Paper
	Ethics Paper
Ministry Leadership - BA	Leadership Reflection Paper
	Issues in Ministry Signature Assignment
	Applied Leadership Project

Nursing - BSN	Online Presentation (Biblical Worldview or QSEN Competencies)
	Philosophy Nursing Paper
	Interview and Genogram portion of Family Project
	Theory of Aging Paper
	Research Proposal Evidence-Based Nursing Care
	Geriatric Health Assessment
	Ethical Case Study Autopsy
Professional Educator Licensure - MAED	Student Teaching Candidate Profile (University Supervisor, Cooperating Teacher, and Self-Assessment)
	Portfolio Reflections
	Interdisciplinary Unit Plan
	Educational Psychology Portrait of a Learner
Public Administration - BA	Leadership Interview Assignment
	Public Policy Signature Assignment
	Applied Leadership Project
Social Work - BSW	Foundation Curriculum Assessment Instrument
	Field Placement/Practicum Assessment Instrument
	Ethnocentrism Scale

## Appendix C

### Office of Institutional Effectiveness Indirect Measures by Program

#### Traditional Programs

Program	Indirect Measure
Accounting- BS	Survey of graduating seniors (program administered) Business Communication Resume Participation
Biology - BS	Program Review Survey Summary
Business Administration-BA	Survey of graduating seniors (program administered)
Christian Ministries (all)	Fourth Year Focus Group
Computer Science-BA	Program Review Survey
Computer Systems and Network Engineering- BS	Program Review Survey
Early Childhood Education- BA	ODHE Alumni Survey Cooperating Teacher Survey Principal Survey Employment/Enrollment Survey
Engineering - BS	Industry Advisory Board and Student Feedback
English- BA	Program Review Survey
Finance - BS	Survey of graduating seniors (program administered) Business Communication Resume Participation
General Education	NSSE – National Survey of Student Engagement HERI – College Senior Survey DIT-2 – Defining Issues Test Cultural Perspectives Survey
Integrated Business Education-BS	Survey of graduating seniors (program administered)
Integrated Language Arts Education- BA	Program Review Survey
Intervention Specialist/ MCE - BA	ODHE Alumni Survey Cooperating Teacher Survey Principal Survey Employment/Enrollment Survey
Life Science Education- BS	Program Review Survey Summary
Marketing-BS	Survey of graduating seniors (program administered)
Middle Childhood Education - BA	ODHE Alumni Survey Cooperating Teacher Survey Principal Survey Employment/Enrollment Survey
Management - BS	Survey of graduating seniors (program administered)
Nursing-BS	Advisory Committee
Physical/Health Education-BA	See Early Childhood Education - BA
Philosophy (standard)-BA	Senior Feedback Survey
Psychology-BA	Program Review Survey
Religion	Fourth Year Focus Group
Spanish Education (Multi-Age Education)- BA	Festival Latino Program Review Survey
Spanish- BA	Festival Latino Program Review Survey

## Graduate and Professional Studies

Program	Indirect Measure
Business Administration – BBA (all)	Employment/Enrollment Survey
Business Administration – MBA (all)	Employment/Enrollment Survey
Early Childhood Education - BA	ODHE Alumni Survey
	Cooperating Teacher Survey
	Principal Survey
	Employment/Enrollment Survey
Management - MSM	Employment/Enrollment Survey
Master of Education – (all)	ODHE Alumni Survey
	Cooperating Teacher Survey
	Principal Survey
	Employment/Enrollment Survey
Nursing - BSN	Advisory Committee
Practical Theology - MMIN	Pre-Post Self-Evaluation

## Appendix D

### Office of Institutional Effectiveness Field-Based Assessment

#### Traditional Program

Program	Assessment Measure
Accounting	Internship Evaluation
Communication	Media/Sports casting Practicum Evaluation
	Internship Evaluation
Communication Sciences & Disorders	Clinical Evaluations
Criminal Justice	Field Observation
Early Childhood Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Exercise Science	Practicum/Internship Evaluation
Integrated Language Arts Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Integrated Mathematics Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Integrated Social Studies Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Intervention Specialist	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Intervention Specialist & ECE	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Intervention Specialist & MCE	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Journalism & Media Production	WNZR Lifeline
Life Science Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Middle Childhood Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Music Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Nursing	Level 1, 2, and 3 Evaluations
Physical Education/Health Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Physical Science Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Public Relations	Practicum Evaluation
Social Work	Field Placement/Practicum Instrument
Spanish/Spanish Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
	Study Abroad
Theatre	Acting/Stagecraft Practicum Evaluation
Visual Arts Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile

## Graduate and Professional Studies Programs

<b>Program</b>	<b>Assessment Measure</b>
Early Childhood Education	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Intervention Specialist	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Nursing	Level 1, 2, and 3 Evaluations
PEL	Lesson Plan Evaluation
	Student Teaching Candidate Profile
Social Work	Field Placement/Practicum Instrument

## Appendix E

### Office of Institutional Effectiveness Normed-Referenced Standardized Exams

Program	National Exam
Accounting- BS	Business ETS MFT
Accounting (Forensic)- BS	Business ETS MFT
Accounting (CPA)- BS	Business ETS MFT
Art- BA	Art ACAT
Business Technology-BS	Business ETS MFT
Business Administration-BA	Business ETS MFT
Chemistry (Graduate School/Industry)- BS	Chemistry ETS MFT
Chemistry (Forensic Science)- BS	Chemistry ETS MFT
Chemistry (Biochem/Pre Med)- BS	Chemistry ETS MFT
Criminal Justice- BA	Criminal Justice ETS MFT
Computer Science (ACM)- BS	Computer Science ETS MFT
Computer Science-BA	Computer Science ETS MFT
Early Childhood Education- BA	OAE APK, EC(PK-3), Reading
English- BA	Literature in English ETS MFT
Finance (corporate Finance)- BS	Business ETS MFT
Finance- BS	Business ETS MFT
History (American Studies) BA	History ACAT
History- BA	History ACAT
History (British Studies)- BA	History ACAT
History (Chinese Studies)- BA	History ACAT
History (Middle Eastern Studies) -BA	History ACAT
Integrated Business Education-BS	Business ETS MFT, OAE APK:AYA and Content
Integrated Language Arts Education- BA	Literature in English ETS MFT; OAE APK:AYA and Content
Intervention Specialist/ MCE (Science and Lang Arts)-BA	OAE APK: MC: (4-9), MC Content, Reading
Integrated Mathematics Education- BS	Math ETS MFT, OAE APK:AYA and Content
Intervention Specialist/ MCE (Math and Science)- BA	OAE APK: MC: (4-9), MC Content, Reading
Intervention Specialist/ MCE (Language Arts and Math)- BA	OAE APK: MC: (4-9), MC Content, Reading
Intervention Specialist/ MCE (Math and Soc. Studies) BA	OAE APK: MC: (4-9), MC Content, Reading
Intervention Specialist/ MCE (Social Stud. And Science)- BA	OAE APK: MC: (4-9), MC Content, Reading
Intervention Specialist (Social Stud. And Language Arts)-BA	OAE APK: MC: (4-9), MC Content, Reading
Intervention Specialist (Mild/Moderate) ECE- BA	OAE APK: MC: (4-9), MC Content, Reading
Intervention Specialist (HQ Read, Lang. Arts, Math)- BA	OAE APK: MA, Content, Reading
Intervention Specialist (HQ read, Lang Arts, Sci)- BA	OAE APK: MA, Content, Reading
Integrated Social Studies Education- BA	History ACAT, OAE:AYA and Content
Intervention Specialist (HQ Read, Lang Arts, Soc St)- BA	OAE APK: MA, Content, Reading
Information Technology Management- BS	Business ETS MFT
Life Science Education- BS	Biology in House, OAE APK:AYA and Content
Marketing-BS	Business ETS MFT
Marketing (Personal Sales)- BS	Business ETS MFT
Marketing (Public Relations)- BS	Business ETS MFT
Mathematics- BS	Math ETS MFT
Middle Childhood Education (Science and Lang Arts)- BA	OAE APK:MC and Content
Middle Childhood Education (Math and Science)- BA	OAE APK:MC and Content
Middle Childhood Education (Lang Arts and Math)- BA	OAE APK:MC and Content



Middle Childhood Education (Math and Social Stu)- BA	OAE APK:MC and Content
Middle Childhood Education (Soc Stud and Science)- BA	OAE APK:MC and Content
Middle Childhood Education (Soc Stud and Lang Arts)- BA	OAE APK:MC and Content
Management (Entrepreneurship)-BS	Business ETS MFT
Management (Nonprofit Management)- BS	Business ETS MFT
Medical Laboratory Science- BS	No active majors, No senior test
Music Education- BA	Music ETS MFT, OAE APK:MA and Content
Music (Music and Worship)-BA	Music ETS MFT
Music (Performance)	Music ETS MFT
Music- BA	Music ETS MFT
Nursing-BS	NCLEX
Physical/Health Education-BA	OAE APK:MA and Content
Political Science (American Politics and Gov.)- BA	Political Science ETS MFT
Political Science(Comparative Politics)- BA	Political Science ETS MFT
Physical Science Education- BS	OAE APK:AYA and Content
Psychology-BA	Psychology ETS MFT
Spanish Education (Multi-Age Education)- BA	OAE APK:MA and Spanish OPI/OPIc and WPT
Spanish- BA	Spanish OPIc
Social Work- BSW	Social Work SWEAP
Visual Arts Education-BA	Art ACAT, OAE APK:MA and Content

## Appendix F

### Office of Institutional Effectiveness In-House Standardized Exams

Program	In-House Exam
Biology (Environmental)- BS	Biology Senior Exam
Biology- BS	Biology Senior Exam
Biology (Industry/Graduate School)-BS	Biology Senior Exam
Biology (Pre-Optometry)-BS	Biology Senior Exam
Biology( Pre-Dentistry)-BS	Biology Senior Exam
Biology (Pre-Pharmacy)-BS	Biology Senior Exam
Biology(Pre-Physician's Assistant)- BS	Biology Senior Exam
Biology (Pre-Physical Therapy	Biology Senior Exam
Biology (Pre-Occupational Therapy)- BS	Biology Senior Exam
Biology (Pre-Veterinary Medicine)- BS	Biology Senior Exam
Biology (Pre-Medical)- BS	Biology Senior Exam
Children's Ministries- BA	Christian Education Senior Exam
Communication Studies- BA	Communication Studies Senior Exam
Computer Systems and Network Engineering- BS	Computer Systems and Network Eng. Major Field Examination
Communication Science and Disorders	Praxis II: Speech-Language Pathology Practice Exam
Theatre- BA	Theatre Senior Exam
Educational Ministries- BA	Christian Education Senior Exam
Engineering (Electrical)- BS	NCEES Practice Exam
Engineering (Mechanical)- BS	NCEES Practice Exam
Exercise Studies- BA	Exercise Studies Senior Exam
Graphic Design (communication)- BA	Graphic Design Senior Exam
Graphic Design (Visual Arts)- BA	Graphic Design Senior Exam
Intercultural Studies (Bible and Theology)-BA	Intercultural Studies Senior Exam
Intercultural Studies (Church Ordination)-BA	Intercultural Studies Senior Exam
Intercultural Studies (Business Admin.)-BA	Intercultural Studies Senior Exam
Intercultural Studies (Communications)-BA	Intercultural Studies Senior Exam
Intercultural Studies (Political Science)- BA	Intercultural Studies Senior Exam
Intercultural Studies (TESOL-Modern Language)- BA	Intercultural Studies Senior Exam
Journalism and Media Production- BA	Journalism and Media Production Senior Exam
Life Science Education- BS	Biology in House, OAE APK:AYA and Content
Medical Laboratory Science- BS	No active majors, No senior test
Philosophy (standard)-BA	Philosophy Senior Exam
Philosophy (Interdisciplinary)-BA	Philosophy Senior Exam
Philosophy (Pre-Law)-BA	Philosophy Senior Exam
Pastoral Ministry- BA	Church Ministry Senior Exam
Public Relations- BA	Public Relations Senior Exam
Religion (Biblical Studies)	Religion Senior Exam
Religion (Religious Studies)	Religion Senior Exam
Religion (Theological Studies)	Religion Senior Exam
Sports Management- BA	Sports Management Senior Exam
Urban Ministry-BA	Urban Ministry Senior Exam
Worship Ministry-BA	Church Ministry Senior Exam
Youth Ministries-BA	Christian Education Senior Exam

## Appendix G

### Office of Institutional Effectiveness

#### Student Life Learning Outcomes

It is the objective of Student Life to facilitate co-curricular learning and development within program commitments identified as: Practicing Servant Leadership; Cultivating a Sense of Community; Nurturing Spiritual Maturity; and Fostering Responsibility and Self Awareness. These program commitments provide a framework for our learning themes of developing competence, managing emotions, moving toward interdependence and developing mature interpersonal relationships.

Each administrative unit will not necessarily engage each student learning theme each year; however, we are committed to collaboratively reaching each of these through the creation of student learning outcomes.

We recognize that the student is the most influential person in their learning and development so we seek to support their learning and development through a variety of co-curricular activities and opportunities. Students who engage in these will

<b>Chickering's Vector</b>	<b>Outcome Statement</b>
<b>1</b>	<b>Developing Competence</b>
1.1	Engage in reflection on their wellness related choices and behaviors
1.2	Learn how to develop a relationship with a mentor
1.3	Learn about and participate in various leadership opportunities
1.4	Learn skills to address and deal with stressors and anxiety
1.5	Demonstrate an awareness of local, national and global issues
<b>2</b>	<b>Managing Emotions</b>
2.1	Learn skills and behaviors that contribute to their overall health and wellness
2.2	Develop the ability to handle conflict in a mature, controlled, assertive way
2.3	Develop healthy cognitive patterns and beliefs about themselves and their environment
<b>3</b>	<b>Moving Through Autonomy toward Interdependence</b>
3.1	Be able to identify and engage the most appropriate services and co-curricular activities to enhance their student experience
3.2	Learn to appreciate and practice accountability and vulnerability in mentoring relationships
3.3	Gain an understanding of the Servant Leadership principles of listening, awareness and building community
3.4	Identify how the impact of their actions can affect both local and global communities
3.5	Demonstrate respect for community standards and expectations in their interaction with the campus community
3.6	Learn to accept personal responsibility and accountability for their words and actions
<b>4</b>	<b>Developing Mature Interpersonal Relationships</b>
4.1	Learn the value of listening as an element of respect for others
4.2	Develop and maintain nurturing relationships
4.3	Demonstrate an awareness of and appreciation for the role of community in their growth and development
4.4	Grow in their awareness and experience of God's love and grace