

## 2019-2020 STUDENT ACHIEVEMENT REPORT

### Part One: Broad Measures of Student Achievement

1. **Retention:** Success rates for retention from Fall semester, freshman year to Fall semester, sophomore year for full time, first time students with no prior coursework

Program cohort start date	Retention rate requirement (TRACS)	Full time, first time student Retention rate achieved
Associates Fall 2014	35%	18/53 = 34.0%
Associates Fall 2015	35%	20/34 = 58.8%
Associates Fall 2016	35%	19/68 = 27.9%
Associates Fall 2017	35%	20/59 = 33.9%
Associates Fall 2018	35%	43/87 = 49.4%
Associates Fall 2019	35%	13/39 = 33.3%
Bachelors Fall 2013	50%	1/2 = 50%
Bachelors Fall 2014	50%	5/8 = 62.5%
Bachelors Fall 2015	50%	3/4 = 75.0%
Bachelors Fall 2016	50%	6/12 = 50.0%
Bachelors Fall 2017	50%	2/9 = 22.2%
Bachelors Fall 2018	50%	9/20 = 45.0%
Bachelors Fall 2019	50%	2/12 = 16.7%

2. **Graduation:** Success rates for graduation within 150% of normal time for full time, first time students who entered their program as freshmen with no prior coursework

Cohort start date	Graduation target (150% of normal time)	Graduation rate requirement (TRACS)	Graduation rate achieved
Associates: Fall 2014	By or before Spring 2017	15%	10/53 = 18.9%
Associates: Fall 2015	By or before Spring 2018	15%	11/34 = 32.3%
Associates: Fall 2016	By or before Spring 2019	15%	4/68 = 5.9%
Associates: Fall 2017	By or before Spring 2020	15%	7/59 = 11.9%
Bachelors: Fall 2013	By or before Spring 2019	25%	1/2 = 50%
Bachelors: Fall 2014	By or before Spring 2020	25%	3/8 = 37.5%

3. **Course completion:** Success rates for completion of “gateway courses” with a C or better (excludes D, F, W, WP, WF, I)

<b>Semester</b>	<b>Gateway courses in English Composition</b>	<b>Success rate goal (Clinton College)</b>	<b>Success rate achieved</b>
Fall 2019	ENG 111: English Composition I	70%	27/41 = 65.9%
	ENG 112: English Composition II	70%	19/27 = 70.4%
Spring 2020	ENG 111: English Composition I	70%	14/17 = 82.4%
	ENG 112: English Composition II	70%	21/27 = 77.8%

<b>Semester</b>	<b>Gateway courses in Mathematics</b>	<b>Pass rate goal (Clinton College)</b>	<b>Pass rate achieved</b>
Fall 2019	MAT 121: College Math I (first math)	70%	38/56 = 67.9%
	MAT 122: College Math II	70%	21/33 = 63.6%
Spring 2020	MAT 121: College Math I	70%	16/20 = 80.0%
	MAT 122: College Math II	70%	29/43 = 67.4%

## 2019-2020 STUDENT ACHIEVEMENT REPORT

### Part Two: Student Learning Outcomes by Program:

#### Associate of Arts in Early Childhood Development: 2019-2020

Expected Student Learning Outcomes (in relationship to mission elements)	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will identify appropriate theories and practices related to (1) human development and (2) learning environments in early childhood. (Academic achievement, leadership)</p>	<p><i>EDU 102: Human Growth and Development.</i> At least 2 out of 3 students will score 80/100 or higher on the final exam.</p>	<p><b>Target not met.</b> One student achieved 80/100 on the final exam; two students did not. Students demonstrated strengths in understanding that not everybody looks at learning and development the same way. Students struggled with extending theory into possible practice.</p>	<p>Encourage students to speak more of their reflections about the readings before writing them. Contact students individually via Zoom or email to encourage them and provide tutoring as needed.</p>
<p>2. Students will identify effective school and community resources and strategies for building family and community relationships that support young children. (Academic achievement, citizenship, leadership)</p>	<p><i>EDU 104: Exceptional Children.</i> At least 75% of the students will score 80/100 or higher on a set of reflections after watching a series of videos on identifying resources for families with exceptional children.</p>	<p><b>Target met.</b> The three students who were able to complete the course in Spring 2020 achieved 80/100 on their reflections. One student still has an Incomplete due to the COVID-19 campus closure. Students demonstrated strengths in understanding the importance of community resources and IEP's. After the campus closure in March, many students did not have adequate technology resources and, consequently, struggled with discovering what all the different community resources could be in their own communities.</p>	<p>Encourage students to speak more of their reflections about the readings before writing them. Contact students individually via Zoom or email to encourage them and provide tutoring as needed. Continue to find more useful and relevant videos for students to view and reflect upon. Provide more frequent quizzes to assist students in keeping up with the readings and in using feedback to guide their studying.</p>
<p>3. Students will identify critical issues related to children's learning and development in their families and communities. (Academic achievement, citizenship, leadership, moral/spiritual development)</p>	<p><i>EDU 101: Introduction to Early Childhood –</i> At least 70% of the students will score the equivalent of 80/100 or higher on the final exam questions about various pre-school studies of critical importance to the field</p>	<p><b>Target met.</b> The four students who were able to complete the course in Spring 2020 achieved the equivalent of 80/100 or higher on the exam questions about pre-school studies. One student still has an Incomplete due to the COVID-19 campus closure. Students best understood the studies showing vocabulary development to be very different for poor children compared to children from wealthier families. They demonstrated the least understanding of the Perry pre-school project and the Abecedarian study.</p>	<p>Encourage students to speak more of their reflections about the readings before writing them. Contact students individually via Zoom or email to encourage them and provide tutoring as needed. Bring back the assignment to search out and write about the work of Marian Wright Edelman in Early Childhood, e.g., Headstart, the Children's Defense Fund, and the Freedom Schools. That previous assignment got students very involved and interested.</p>

**Associate of Arts in Liberal Arts: 2019-2020**

Expected Student Learning Outcomes ( <i>in relationship to mission elements</i> )	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will demonstrate intercultural knowledge.</p> <p>(<i>Academic achievement, citizenship</i>)</p>	<p><i>ENG 206: World Literature.</i> 100% of the students will achieve a passing score of 60/100 or higher on the paper examining the archetype of the sacrificial lamb in literature.</p>	<p><b>Target not met.</b> 75% (6/8) of the students scored 60/100 or higher on the paper. Strengths included understanding of the material. Weaknesses emerged in the difficulty students had in expressing themselves to show what they had learned.</p>	<p>Give more time on the paper. Divide it into two sections. Provide feedback earlier.</p>
	<p><i>ENG 203: African American Literature.</i> 100% of the students will achieve a passing score of 60/100 or higher on the comparative paper about the three marriages of Janie in Zora Neal Hurston's book, <i>The Eyes Were Watching God</i></p>	<p><b>Target not met.</b> 83% (19/23) scored 60/100 or higher on the paper. Their strengths were in understanding how Janie learned to become herself. Their weaknesses were in self-expression.</p>	<p>Because of the interruption and campus closure due to COVID-19, there was not enough time for feedback and revision. These processes are critically important for instructional improvement and better student learning outcomes.</p>
	<p><i>MUS 202: Ensemble Choir.</i> Following practice and discussion of personal application of the lyrics to themselves and others today, 100% of the students will demonstrate mastery of singing in the African Sotho language in the song HALLELUYA! PELO TSA RONA throughout all performances during the choir tour.</p>	<p><b>Target met.</b> 100% of the students demonstrated mastery of singing in the Sotho language during performance.</p> <p>Strengths: Students demonstrated the ability to sing four part harmony a cappella; showed surprising interest in the challenge of learning a new language; demonstrated ability to excel in performing a combination of artistic tasks involving movement, musicianship, and singing both in the Sotho language and its English equivalent;</p> <p>Weakness: Students need more use of terraced dynamics; accuracy of the rhythm was challenging at times due to the syncopated nature of the piece; would have like more creativity in the movement to help express the overall meaning of the text.</p>	<p>Next time: spend more time exploring other aspects of the culture (food, art, religion) associated with the language; perhaps invite someone from the community to speak about the culture to the students; have more hand-held instruments played by the students as they sang and performed; possibly have students engage the audience with creative placement of each singer in/throughout the audience as they sing and move.</p>

<p>2. Students will demonstrate effective written communication skills.</p> <p>(Academic achievement, citizenship, leadership)</p>	<p><i>ENG 111: English Composition I.</i> 100% of the students will achieve a passing score of 60/100 or higher on the final essay of the course, a persuasive essay responding to the question of whether to legalize assisted suicide (or euthanasia) in the U.S.</p>	<p><b>Target not met.</b> 80% (20/25) of the students achieved a score of 60/100 or higher on the essay. The strengths were in students' understanding of the dilemma faced by families and their abilities to express their view. The weakness was a lack of understanding of plagiarism and how to express their own views, as evidenced by copying and pasting material from other sources.</p>	<p>Maintain the class discussion of the Terri Schiavo case and add others. Give more time for developing the essay and earlier feedback. Give examples of plagiarism comparing plagiarism and self-expression.</p>
	<p>In ENG 112: English Composition II, at least 85% of the students will demonstrate mastery in the construction of the research paper and the utilization of MLA format by scoring at least 80/100 or higher on the rubric applied to the paper.</p> <p>ENG 112 research paper continued</p>	<p><b>Target met in Fall 2019.</b> 85% of the students achieved a score of 85/100 or higher. Strengths: Applied research skills of summarizing, summarizing, and citation of sources, thereby creating an academic research paper rather than an informal essay. Weaknesses: Poor transitions and unity between ideas and paragraphs were evident in the writing of students who completed only one draft and did not do conferencing and feedback sessions.</p> <p><b>Target met in Spring 2020.</b> 85% of the students scored 85/100 or higher on the research paper. Strengths: Demonstrated evidence of critical thought and applied relevant and logical analysis of texts. Applied strategies of academic reading and how to use that effectively in support of the genre and theme of writing assignments. Weaknesses: Learning how to read thematically many sources and apply visualization and other techniques to determine relevancy through comprehension and evaluation of the effectiveness of what is read for whatever the writing assignment or project is.</p>	<p>Teach the research skills and writing of the research paper earlier in the semester so there will be ample time for more conferences and assistance in writing the paper after feedback on the first draft.</p>

<p>3. Students will demonstrate critical thinking.</p> <p>(Academic achievement, citizenship, leadership)</p>	<p><i>BIO 103: General Biology I.</i> 75% of the students will achieve a score of 70% or higher on lecture and laboratory rubrics based on Bloom's taxonomy for their combination of homework, tests, classroom and laboratory activities.</p>	<p><b>Target partially met.</b> 55% of students achieved a score of 70% or higher on the rubrics applied to multiple measures of performance. When separated into quizzes, labs, worksheets, and journals, the percentage of scores of 70% or higher were 0%, 19%, 10%, and 81% respectively.</p>	<p>Add more just-in-time tutoring. Increase focus on metacognitive skills by explaining the dimensions of the rubric with lower-order and higher-order cognitive skills as it applies to homework, journals, laboratory activities, and exams.</p>
	<p><i>CJA 201: Criminal Justice.</i> At least 70% of the students will score 80/100 or higher on the major exams in Fall 2019 and on the major paper in Spring 2020.</p>	<p><b>Target met in Fall 2019.</b> 100% scored 80/100 or higher on the exams in Fall 2019. Strengths were in understanding of their rights; the weakness was in understanding of the processes by which the criminal justice system works.</p> <p><b>Target met in Spring 2020</b> for those students who were able to complete the paper after the campus closed due to COVID-19. Strengths noted were truthfulness of response and staying on topic. Weaknesses were in lack of elaboration.</p>	<p>Conduct review sessions prior to exams. Hold one-on-one sessions with students who need extra support and make sure they are keeping up with class requirements. Use articles of current events that are particularly relevant to the students in the class and that show the application of class topics.</p>
	<p><i>ENG 112: English Composition II.</i> 85% of the students will demonstrate critical thinking through achieving 85/100 or higher on their essays about thematic readings, including summary, identification of thesis, and evaluation of evidence.</p>	<p><b>Target met in Fall 2019</b> 85% of the students scored 80/100 or higher on the essays.</p> <p><b>Target met in Spring 2020.</b> 89% of the students scored 85/100 or higher on their essays about thematic readings.</p>	<p>Provide more readings; reinforce writing strategies. Add individual conferences for discussing feedback on drafts.</p>
<p>4. Students will demonstrate awareness of ethical and moral reasoning.</p> <p>(Moral/spiritual development, citizenship, leadership)</p>	<p>At least 80% of the students will score 85/100 or higher on the final exam in REL 101: Old Testament</p>	<p><b>Target met.</b> 92% of the students scored 85/100 or higher on the final exam.</p>	<p>Cut back on the amount of material to be read and studied. Review final exam questions to reduce and focus. Have fewer essay questions.</p>
	<p>At least 80% of the students will score 85/100 or higher on the final exam in REL 102: New Testament</p>	<p><b>Target met.</b> 90.4% of the students scored 85/100 or higher on the final exam.</p>	<p>Cut back on the amount of material to be read and studied. Review final exam questions to reduce and focus. Have fewer essay questions.</p>
	<p><i>ENG 111: English Composition I.</i> 100% of the students will achieve a passing score of 60/100 or higher on the final essay of the course, a persuasive</p>	<p><b>Target not met.</b> 80% (20/25) of the students achieved a score of 60/100 or higher on the essay. The strengths were in students' understanding of the dilemma</p>	<p>Maintain the class discussion of the Terri Schiavo case and add others. Give more time for developing the essay and earlier feedback. Give</p>

	<p>essay responding to the question of whether to legalize assisted suicide (or euthanasia) in the U.S.</p>	<p>faced by families and their abilities to express their view. The weakness was a lack of understanding of plagiarism and how to express their own views, as evidenced by copying and pasting material from other sources.</p>	<p>examples of plagiarism comparing plagiarism and self-expression.</p>
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## Associate of Arts in Religious Studies: 2019-2020

Expected Student Learning Outcomes ( <i>in relationship to mission elements</i> )	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will demonstrate knowledge of Biblical foundations in terms of literature and history and as a spiritual guide to theology and ethics.</p> <p><i>(Aligned with mission elements of promoting academic achievement, moral/spiritual development)</i></p>	<p><i>REL 101: Introduction to the Old Testament:</i> At least 85% of the students will score 100 on a research paper tracing the development of the Bible from Genesis through Malachi.</p> <p>At least 85% of the students will score 85/100 or higher on the timeline project.</p>	<p><b>Target not met.</b> 78% scored 100 on the research paper. Strengths – identifying the origin, how the Bible came to be. Weaknesses – not being able to identify the writers with the era.</p> <p><b>Target met.</b> 88% scored 85/100 or higher on the timeline project. Students either showed strengths in their ability to match writers with the era or showed weaknesses in the lack of that same ability.</p>	<p>Instead of starting from the beginning, I would teach the timeline first. Then they will be able to set the events and writers into the eras correctly.</p>
	<p><i>REL 102: Introduction to the New Testament.</i> At least 80% of the students will score 85/100 or higher on the timeline project.</p>	<p><b>Target met.</b> 90% achieved a score of 85/100 or higher on their timeline chart – Strongest – identifying the characters. Weakest – applying characters to the right era on the timeline.</p>	<p>Instead of starting from the beginning, I would teach the timeline first. It places the characters in the right perspective.</p>
<p>2. Students will demonstrate knowledge of critical historical events and changes in basic principles during the development of Christianity, the Christian church and African American Religion.</p> <p><i>(Aligned with mission elements of promoting academic achievement, citizenship)</i></p>	<p><i>REL 219: African American Church History.</i> At least 80% of the students will achieve a score of 80/100 or higher on the midterm exam.</p>	<p><b>Target not met.</b> 50% of the students (1/2) who completed the midterm scored 80/100 or higher. After the campus closure due to COVID-19, one student did not turn in the exam.</p>	<p>Follow through on the plan that was cut short by the campus closure, that is, to place more emphasis on how theology was structured to justify slavery.</p>

<p>3. Students will demonstrate knowledge of the task of theology and doctrines of the Christian faith; as well as the development of moral reasoning.</p> <p><i>(Aligned with mission elements of promoting academic achievement, moral/spiritual development)</i></p>	<p><i>REL 201: Christian Theology.</i> At least 70% of students will score 80/100 or higher on the final essay exam.</p>	<p><b>Target met.</b> 100% of the students achieved a score of 80/100 or higher on the final exam.</p>	<p>Add the requirement of a self-reflective paper about one's own developing theology. Use this paper as a key program assessment.</p>
<p>4. Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others.</p> <p><i>Aligned with mission elements of promoting academic achievement, moral/spiritual development, leadership, citizenship)</i></p>	<p><i>REL 218: Christian Leadership.</i> 90% of students will successfully complete an analytic, applied, and self-reflective project about the 7 laws of Christian Leadership, the 10 characteristics of a leader, and the methods to assess growth as a leader. They were to choose three Biblical characters and three people in their own lives to analyze how they grew as a Christian leader.</p>	<p><b>Target met.</b> 95% of the students successfully completed the project.</p> <p>Strengths – they were able to identify in Biblical terms the pattern of life and growth of people in the Bible and in their own lives.</p> <p>Weakness – Trying to identify a character to write about – hard to find enough information from beginning to the end of a Biblical character's life. I had to help give them characters.</p>	<p>Do more character teaching before the project. Identify Biblical characters I know they could trace and would find interesting</p>

## Associate of Science in Business Administration 2019-2020

Expected Student Learning Outcomes (in relationship to mission elements)	Targets for key assessments in key courses	Results	Planned improvements
<p>1. Students will demonstrate application of quantitative understanding to effective business planning and operations.</p> <p><i>(Academic achievement)</i></p>	<p><i>BUS 204: Principles of Accounting I.</i> At least 80% of students will earn 80/100 points or better on the midterm and final exam.</p>	<p><b>Target partially met.</b> 73.3% (11/15) of the students scored 80/100 or higher on the midterm. 81.8% (9/11) scored 80/100 or higher on the final exam. The students' strongest area of understanding was how to calculate assets. They had weakness in understanding pre-paid transactions, especially the impact of rollover into the next year.</p>	<p>Use more examples of pre-paid transactions and how to calculate rollover effects.</p>
	<p><i>BUS 206: Statistics and Quantitative Methods.</i> At least 70% of the students in will score 80/100 or higher on the final exam.</p>	<p><b>Target met.</b> 70% of the students scored 80/100 or higher on the final exam. Their strongest performance was understanding terminology. Their weakest area was identifying which statistical strategies to apply to business operations. The school closure due to COVID-19 interrupted much of the instruction.</p>	<p>Develop clearer instructions for students' coursework. Add more examples, quizzes, and homework assignments.</p>
<p>2. Students will demonstrate knowledge and behaviors necessary for functioning effectively in a business organization.</p> <p><i>(Academic achievement, leadership, citizenship)</i></p>	<p><i>BUS 203: Principles of Management.</i> At least 80% of the students will score at the "competent" level or above on each dimension of the rubric for the oral presentation on management.</p>	<p><b>Target not met.</b> 45% of the students scored at the competent level or above on the "overall understanding" dimension of the rubric, but all students met the target on the other dimensions, with the strongest performance on the "argument" dimension.</p>	<p>Add more class projects for application of course content into practice.</p>
<p>3. Students will demonstrate understanding of legal and ethical principles in business.</p> <p><i>(Academic achievement, moral/spiritual development, leadership, citizenship)</i></p>	<p><i>BUS 202: Business Law I.</i> Two assessments planned: At least 80% of the students will score 70 or higher on the mock trial and discussion.</p> <p>At least 80% of the students will score 60 or higher on Unit Exams:            Unit 1 Exam: Legal Env.            Unit 2 Exam: Torts            Unit 3 Exam: Contracts            Unit 4 Exam: Employment Law</p>	<p>No results for first assessment. The campus closure due to COVID-19 stopped the preparation for the mock trial and discussion.</p> <p><b>Target Not Met</b> for second assessment:            Unit 1 Exam: 5/22= 22%            Unit 2 Exam: 19/22= 86%            Unit 3 Exam: 16/22= 77%            Unit 4 Exam: 19/22= 86%</p>	<p>Continue current programming for Units 2 and 4.</p> <p>In regard to Units 1 and 3, introduce and provide supplemental material</p>

## Associate of Science in Natural Science: 2019-2020

Expected Student Learning Outcomes	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will demonstrate critical thinking about the major concepts in biology.</p> <p><i>(Academic achievement)</i></p>	<p><i>BIO 103: General Biology I.</i> At least 70% of students will score 70/100 or higher on lecture and laboratory rubrics applied to worksheets, exams, and laboratory activities.</p>	<p><b>Target not met.</b> Exams: 25% Worksheets: 39% Lab Activities: 43%</p>	<p>Continue to work with Academic Dean and TRIO to institute programs in test-taking skills and prevention of test-taking anxiety. Continue to use Bloom's Taxonomy and increase focus on developing students' metacognitive skills. Continue to use blended class approach. Continue to use rubrics. Use more peer tutors and just-in-time tutoring · Decompose test scores into major sections based on Bloom's Taxonomy for closer analysis of students' strengths and weaknesses in studying and test preparation</p>
<p>2. Students will demonstrate skills necessary to correctly design, safely implement, and accurately record, analyze, and present the results of laboratory experiments.</p> <p><i>(Academic achievement, leadership)</i></p>	<p>70% of students will score 70% or higher on the seventeen and nine dimensions (criteria) respectively, of the rubrics applied to the major laboratory practical in:</p> <p>BIO103A (Microscope Rubric)</p> <p>BIO 104A (Heart Dissection Rubric)</p>	<p><b>Target met</b> for Natural Science majors in BIO104A: Heart Dissection Rubric</p> <p><b>Target not met</b> for combination of Natural Science majors and other majors in BIO103A: Microscope Rubric (63%)</p>	<p>Identify and apply for grant to work with Academic Dean and TRIO to institute programs in test-taking skills and prevention of test-taking anxiety. Continue to use Bloom's Taxonomy and increase focus on developing students' metacognitive skills. All this will be based on continuing to the use blended class approach.</p>
<p>3. Students will demonstrate knowledge of moral and civic concepts and concerns related to natural science.</p> <p><i>(Academic achievement, moral/spiritual development, citizenship)</i></p>	<p>75% of students will score 70% or higher on the Chapter journal questions pertaining to moral and civic concepts and concerns in BIO103A, BIO104A</p>	<p><b>Target met:</b> 80% of students met the target in BIO103A.</p> <p><b>Target not met:</b> 73% of the students met the target in BIO104A</p>	<p>Create journal group projects, i.e., Science cafes; Panels for moral and civic concerns</p>

## Bachelor of Arts in Religious Studies: 2019-2020

Expected Student Learning Outcomes <i>(in relationship to mission elements)</i>	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Students will demonstrate knowledge philosophy – what it is and what it does – and be able to integrate that knowledge with both theology and ethics.</p> <p><i>(Aligned with mission element of promoting academic achievement)</i></p>	<p><i>REL 300: Introduction to Philosophy.</i> At least 80% of the students will achieve a score of 80/100 or higher on the final exam.</p>	<p><b>Target not met.</b> 33% of the students (1/3) scored 80/100 or higher on the final exam. The strengths of the one student who scored in the target range was that he grasped abstract concepts more easily.</p>	<p>The textbook was too difficult. Reconsider using this text again and begin looking for a possible alternative.</p>
	<p><i>REL 306: Philosophy of Religion.</i> At least 80% of the students will achieve a score of 80/100 or higher on the final exam.</p>	<p><b>Target not met.</b> 40% of the students (2/5) scored 80/100 or higher on the final exam. The students who did not score within the target range did not have adequate background for this course.</p>	<p>Clarify and enforce the prerequisite of REL 300 that must be completed successfully before taking this course.</p>
<p>2. Students will demonstrate knowledge of critical historical events, changes in philosophy, and seminal writings in the development of the modern church as well as other religions.</p> <p><i>(Aligned with mission element of promoting academic achievement)</i></p>	<p><i>REL 408: African American Critical Thought.</i> At least 80% of the students will earn a score of 80/100 or higher on the final exam.</p>	<p><b>Target not met.</b> The scores for the midterm were used instead of a final exam because of the interruption of the semester due to COVID-19 and the campus closure. 67% (2/3) of the students achieved a score of 80/100 or higher on the midterm.</p>	<p>Maintain the new readings selected, but unused, for this semester.</p>
<p>3. Students will demonstrate the ability to integrate religious knowledge across other academic disciplines.</p> <p><i>(Aligned with mission elements of promoting academic achievement, moral/spiritual development, leadership)</i></p>	<p><i>REL 402: Religion and Science.</i> At least 80% of the students will score 80/100 or higher on the final exam.</p>	<p><b>Target met.</b> The scores for the midterm were used instead of a final exam because of the interruption of the semester due to COVID-19 and the campus closure. 100% of the students (3/3) who completed the midterm achieved a score of 80/100 or higher. Two students simply did not turn in any work for the course.</p>	<p>Search for a new text or sets of readings that will be more satisfactory for this cross-disciplinary course.</p>

<p>4. Students will apply knowledge of principles and practices in Christianity to provide guidance and support for themselves and others.</p> <p><i>(Aligned with mission elements of promoting academic achievement, moral/spiritual development, leadership, citizenship)</i></p>	<p><i>REL 218: Christian Leadership. At least 90% of students in will successfully complete an analytic, applied, and self-reflective project about the 7 laws of Christian Leadership, the 10 characteristics of a leader, and the methods to assess growth as a leader. They were to choose three Biblical characters and three people in their own lives to analyze how they grew as a Christian leader.</i></p>	<p><b>Target met.</b> 95% of the students successfully completed the project.</p> <p>Strengths – they were able to identify in Biblical terms the pattern of life and growth of people in the Bible and in their own lives.</p> <p>Weakness – Trying to identify a character to write about – hard to find enough information from beginning to the end of a Biblical character’s life. I had to help give them characters.</p>	<p>Do more character teaching before the project. Identify Biblical characters I know they could trace and would find interesting</p>
	<p><i>REL 305: Church Administration. At least 70% of students will successfully complete a church organization project: Part I: Go to your own church and find the administrative set-up, bring it back to class and analyze how that organization aligned with what was being taught in the class. Part II. Interview the pastor and write an analysis of why he had it the way he had it and how it benefits his congregation. Part III. Write a report of findings from Part I and Part II.</i></p>	<p><b>Target not met.</b> About 60% completed all the aspects of the project successfully.</p> <p>Strengths: Being able to engage with the pastor and identifying the order that the church organization should be in.</p> <p>Weaknesses: Some students couldn’t find a church and pastor to analyze.</p>	<p>Give them a pastor to go to – or get material from a pastor for students to analyze and to write about</p>

## B.S. in Business Administration 2019-2020

Expected Student Learning Outcomes (in relationship to mission elements)	Targets for key assessments in key courses	Results	Planned Improvements
<p>1. Apply financial and quantitative understanding to effective business planning and operations.</p> <p>(Academic achievement)</p>	<p><i>BUS 213: Principles of Accounting II.</i> At least 80% of the students will score at least 80/100 on the final exam.</p>	<p><b>Target met.</b> 90% of the students scored 80/100 or higher on the final exam. Greatest strengths were in assets and liabilities transactions. There were three areas of weakness: calculating F.O.B. for freight delivery processes, creating proper records for issuing discounts, creating proper records for accepting the return of damaged merchandise.</p>	<p>Use more examples and give practice exercises for F.O.B., discounts, and damaged merchandise. Invite additional guest speakers who businesses require these kinds of transactional accuracy.</p>
	<p><i>BUS 306: Personal Finance Planning.</i> At least 80% of the students will earn an overall score of at least 80/100 on the rubric for the oral presentation about their own personal finance planning project.</p>	<p><b>Target not met.</b> Only 40% achieved an overall score of 80/100 or higher. The strongest performance areas were “thorough understanding” and “implications,” while the weakest areas were “argument” and “evidence.” Students did not develop a solid understand of debt finance.</p>	<p>Place more instructional emphasis on the area of debt finance – why we need to have some debt, but what ratio to income and what type of debt are most desirable.</p>
	<p><i>BUS 309: Financial Management.</i> At least 80% of the students will score at the “competent” level or higher on each rubric dimension of the oral presentation about financial management.</p>	<p><b>Target not met.</b> 60% achieved a score of “competent” or higher on each dimension of the rubric. The highest scores were on the dimension of “evidence,” and the students demonstrated greatest understanding of “present and future value,” but struggled with the concept of “capital budgeting.” The emergency closure of campus and difficulty with communication contributed to the lower-than-expected scores.</p>	<p>Design a more project-based set of activities for this course</p>
<p>2. Demonstrate knowledge, behaviors, and skills, including the use of technology, necessary for functioning effectively in a variety of business organizations.</p> <p>(Academic achievement, leadership, citizenship)</p>	<p>In <i>BUS 212: Intro. to Entrepreneurship</i>, at least 70% of the students will meet all expectations for a business plan.</p>	<p><b>Target Met.</b> 82% of the students met or exceeded expectations for the business plan. Strengths: Did well on how they anticipated conducting their business. Weakness: Did not do so well on applying the course readings to their plans.</p>	<p>Use videos that would help students see the mechanics of the business plan. Use PowerPoint to present most critical ideas and examples.</p>
	<p><i>BUS 205: Principles of Marketing.</i> At least 70% of the students will score 80/100 or higher on the marketing analysis project.</p>	<p><b>Target met.</b> 100% of the students who completed the project scored 85/100 or higher. 70% of the students in the class completed the project; 30% did not. Areas best understood included demographics, cultural forces, technology, and ecology. The area least understood was political forces.</p>	<p>Incorporate wider variety of activities to engage students. Continue requiring a project.</p>

	<i>BUS 307: Information Systems.</i> At least 80% of the students will score at the “competent” level or higher on the rubric used for the oral presentation about information systems in business.	<b>Target met.</b> 80% of the students achieved a score of “competent” or higher on each dimension of the rubric, with particularly strong performance on the four dimensions of overall understanding, argument, evidence, and implications.	Continue to emphasize how a system is put together, how it works, why a company has such a system in place, and how to maintain stability when there is a change in management.
3. Apply legal and ethical principles in business.  <i>(Academic achievement, moral/spiritual development, leadership, citizenship)</i>	<i>BUS 401: Business Policy.</i> At least 70% of the students will earn the equivalent of 80/100 points on the project to write a business policy for a business they would like to create.	<b>Target met.</b> Three out of the 4 students (75%) successfully created a business policy for a hypothetical business. Their strengths included their use of examples gathered from actual interviews with HR personnel in local companies. Their weaknesses included the lack of formality in format and writing for a business policy document.	Clarify expectations for written products. Provide a different format for how to write the business policy. Provide more instruction on style, format, and other expectations for written documents in the business world.
	<i>BUS 405: Ethical and Legal Issues in Business.</i> At least 70% of the students will score 80/100 or higher on the final exam.	<b>Target met.</b> 72% (8/11) scored 80/100 or higher on the final exam. Students’ strengths were understanding the principles of business ethics and following the law. Their weaknesses, often because of poor attendance, was not understanding federal standards and the rights of employees.	Use more short videos of case studies and real-life examples.
4. Demonstrate the ability to integrate and synthesize knowledge, skills, and practices in order to benefit oneself and others.  <i>(Academic achievement, moral/spiritual development, leadership, citizenship)</i>	<i>BUS 407: Internship in Business.</i> 100% of the students will demonstrate understanding of competencies Knowledge, Skills Adaptability, and Other Characteristics (KSAO’s) that promote professional skills and qualifications within their individual fields of interest.  100% of the students will complete three assessments to evaluate their: Job Knowledge, Personality, Emotional Intelligence, and Soft Skills.	<b>Target Met.</b> 100% participation achieved. 4/4 students were able to identify KSAO’s within their fields of interest through shadowing and research.  Accordingly, 4/4 students demonstrated competency in job knowledge and relevant personality traits.  However, 3/4 (75%) of students exhibited weaknesses in the areas of emotional intelligence and soft skills.	Reinforce knowledge, skills and practices, around areas of weakness (Soft Skills and Emotional Intelligence) through supplemental materials.  Establish processes to secure relationships within the community to incorporate hands-on experience.