

2008 Institutional Research & Assessment Planning Report

Crowley's Ridge College

100 College Drive
Paragould, Arkansas

1-870-236-6901

Web site:

crowleysridgecollege.edu

Committee Members:

Alvin Leach, chairman

Adam Broom

Larry Woodward

Nancy Joneshill

Tom Martin

Paul McFadden

Phil Wilkerson

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Introduction

Crowley's Ridge College's Mission Statement is at the core of everything done in the Institutional Research and Assessment Program. Programs and activities are designed to assist the college in living up to its stated mission. The mission statement includes four student learning goals created by the faculty, staff, administration and the board. The Institutional Research & Assessment Program is not only designed to evaluate these programs and activities, but is also designed to identify ways to improve student learning and assist the college in all aspects of its mission. As the new name for this committee and IRA Planning Report indicates, the program's efforts are concentrated in two distinct areas. The first is "Assessment of Student Learning", while the other area is "Institutional Research". Together these provide important information about all other aspects of CRC so the college can accomplish its mission.

This report uses data from September 1995 through May 2008 with special emphasis given to the time since September 2003. This report puts primary emphasis on the period of time not covered by previous assessment reports. The IRA Planning Report is published on even calendar years. Each planning report uses data back to September 1995, with special emphasis on the data from the previous two years.

I. Goals and Criteria

This section contains the "Student Learning Goals" and the "General Education Criterion"; both of which are crucial to understanding the rest of the planning report.

A. Student Learning Goals

Four student learning goals are provided in CRC's Mission Statement. They identify what students are expected to accomplish and reveal some of the ways that knowledge will be put to use.

Goal 1:

To lead and encourage each student toward building a philosophy of life which is consistent with Christian ideals.

Goal 2:

To develop skills in how to acquire, evaluate, and make use of knowledge; to prepare students for continued studies and/or careers; and to develop a basic desire for the pursuit of knowledge.

Goal 3:

To develop problem-solving skills, both as an individual and in cooperation with others.

Goal 4:

To incorporate the various experiences as a student at Crowley's Ridge College into a future of service to God and community.

B. General Education Criteria

Eight general education criteria were selected upon which all General Education courses are designed. The following eight criteria were created to provide sufficient guidelines to reach the four Student Learning Goals. In fact, all eight contribute in some ways to each goal.

Critical Thinking: A cognitive activity that involves problem-solving, decision-making skills, critical reasoning and judgment, planned actions, and the creativity/inventiveness associated with the production of something new.

Scientific Awareness: The understanding of principles and methodologies of science and their application.

Human Awareness: The awareness of the nature, interdependencies, cultures, and values of individuals, and their relationship to communities of different dimensions.

Computational and Technological Skills: The ability to use mathematical/scientific concepts and technological tools to solve problems, achieve goals, and make decisions.

Effective Communication: The ability to use different forms of communication to share ideas effectively, solve problems, achieve goals, or make decisions both as an individual and as a member of a group.

Information Literacy: The understanding and utilization of data and information acquisition, handling, communication, storage, and analysis using either traditional or technological tools.

Christian Ideals: The knowledge of Biblical principles and their application to ethical and moral behavior in society.

Independent Lifelong Learning: The cultivation of the skills and desire required to become an active pursuant in the quest for knowledge and its application to lifetime activities.

II. Institutional Research & Assessment Committee (IRA)

The Institutional Research & Assessment Committee manages the Institutional Research and Assessments Program at CRC.

A. Committee and PAC Membership

The Institutional Research & Assessment Committee (IRA) has seven (7) members. They are four faculty members (Adam Broom, Larry Woodward, Alvin Leach, Tom Martin), the Vice President for Academic Affairs (Phil Wilkerson), the Director of Institutional Research & Assessment (Alvin Leach), Registrar (Paul McFadden) and the Director of Admissions (Nancy Joneshill). One faculty member (Alvin Leach) serves as not only the committee chair, but also as the Director of Institutional Research & Assessment (DIRA).

A "Program Assessment Coordinator" (PAC) is a chair of any division/department or committee that's over an assessed program. Each PAC member would be responsible for collecting any and all assessments from that division/department/committee and passing them on to the DIRA. This would include primarily the program assessments and any course level assessments. The PAC member may maintain the course level assessment records for that division/department/committee. In that case, the DIRA would only receive results needed for reports and evaluation. It would be the PAC member's option if further assessment organization was needed within that division/department/committee.

The PAC member would not always be a member of the IRA committee. The IRA committee would be the decision making committee and the PAC members would be a source of results and information. At present the PAC members would be:

<i>Developmental Program</i>	Developmental Committee Chair, Lucinda Crain
<i>General Education A.A.</i>	V.P. For Academics, Phil Wilkerson
<i>Associate of Arts in Teaching A.A.T.</i>	Kim Jackson/Phil Wilkerson
<i>Associate in Biblical Studies</i>	Biblical Studies Division Chair, Rick Hale
<i>Biblical Studies B.A.</i>	Biblical Studies Division Chair, Rick Hale
<i>Business Administration B.S.</i>	Business Division Chair, Larry Woodward

B. Committee Responsibilities

1. Develop, maintain and supportively encourage the use of all institutional research and assessment instruments and procedures.
2. Maintain an up-to-date plan for both Institutional Research and Assessment. Make and implement revisions as needed during each year.
3. In cooperation with Program Assessment Coordinators (PAC), the committee specifies what assessments and/or evaluations will be taken each year to ensure all areas are being assessed and/or evaluated sufficiently.
4. On even calendar years, update and publish a combined planning report for Institutional Research and Assessments. This report is ready for the faculty to approve at their fall workshop. This planning report contains both the plan and report in a single document. Once approved, the committee properly distributes the report.
5. As results of the plan are available and when changes to the plan are made and approved by the faculty the DIRA distributes these results and/or changes via email and paper copies to all appropriate personnel.
6. Educate, train and guide all personnel in the use of assessment tools in assessing student learning from course level assessment to institutional level assessments.
7. To be instrumental in, or promoting, a "Course of Action" (described previously) when appropriate.

C. Committee Actions

The actions taken by the committee become proposals to other standing committees: faculty, staff, administration and the board. Actions must be approved in accordance with college procedures before becoming policy.

III. Purpose Of This Document Is To:

A. Clarify Institutional Research and Assessment of Student Learning

1. Define Institutional Research and Assessment of Student Learning.
2. Set the evaluation process framework of the Institutional Research & Assessment of Student Learning.

B. Explain the Plans

Explain the current plans used to evaluate Institutional Research and assess Student Learning.

C. Report Results of the Plans

1. Give complete results of the evaluation/assessment process for both “Institutional Research” and “Student Learning” at CRC.
2. For each area evaluated/assessed, the following format will be used:
 - Give the previous plan for evaluating/assessing each area.
 - Report on outcomes and/or results of the evaluation/assessment process for each area.
 - Explain actions and/or changes to the previous plan that will be enacted for the current year.

D. Explain the New Plans

Explain changes in the Institutional Research and Assessment of Student Learning plans, along with the unaltered parts of each plan. These plans are the evaluation/assessment process for the next two years.

E. Give Summaries

Give overall outcomes summaries in order to see the big picture of accomplishments and shortcoming.

F. Display Documents

Give a sample of all evaluation/assessment documents used in the process.

IV. Steps in the Evaluation Process

The evaluation process in Institutional Research and Assessment of Student Learning has three distinct steps.

A. The Plan:

1. Identifies expectation in each area of evaluation. It identifies programs, activities, and other functions of the college for which assessments and evaluations are conducted.
2. Identifies the procedures used to evaluate each area. Procedures for doing the evaluation are devised and a time-table is maintained as to when they will be carried out.
3. Identifies how evaluations are reported. It lays out assessments/evaluations findings in an understandable and effective format.
4. Is published as part of the Institutional Research & Assessment Planning report on even calendar years.

B. The Report:

1. Outcomes of the Institutional Research and Assessment Planning Reports give evidence as to how well the college is meeting its mission, especially in student learning. This report is used by various committees, faculty, staff, administrators and the board to create actions designed to improve the college’s ability to live up to its mission.
2. Outcomes found in the IRA Planning Report are obtained according to the specifications given in the previous planning report.
3. Each outcome contains the following:
 - The methods or procedures of evaluation used for each item assessed/evaluated.
 - The results or outcomes for each item assessed/evaluated.
 - All actions since the previous reports, along with the date of implementation.
 - Copies of assessment and/or evaluation instruments.
4. Outcomes are published in the Institutional Research & Assessment Planning Report every even calendar year fall and as a part of the “IRA Planning Report Update” published every odd calendar year.
 - Once collected and put into an understandable and effective format, the individual results or findings are distributed to those responsible for each area that’s influenced by them, where they can be further analyzed and appropriate action can be taken. Those receiving the information would include PAC, faculty, staff, administration and/or board. Appendix E is an “Assessment Results Distribution Summary” which gives a summary of where all reports and results of Institutional Research and Assessments are distributed.
 - Summary updates of results are regularly presented to the faculty in the faculty meetings.

5. The planning report gives the results/outcomes of nearly all assessments/evaluations performed at CRC. The only exceptions are the course level evaluations whose method of evaluation and documentation are too lengthy for a report of this type. These evaluations can be seen upon request from the individual instructors. Although the Director of Institutional Research & Assessment does not maintain all course level documentation, he does maintain records as to the type of course level evaluations performed and who would have the requested documentation.

C. The Course of Action:

Each course of action is based upon the results of these evaluations. It's designed by the most appropriate individuals to assist CRC in more fully reaching its stated mission.

1. With input from students and/or community when appropriate, these decisions are made by either the "Institutional Research & Assessment Committee" (IRA), faculty, staff, administration, or the board of directors.
2. The IRA Committee's responsibility is to either:
 - Implement the appropriate course of action and follow-up on it.
 - Get the results and findings into the hands of the appropriate individuals so they can decide upon an appropriate course of action and do their own follow-up.
 - Either way, the committee monitors the course of action with future evaluations assessments.
3. The Course of Action:
 - Show what changes, if any, would be expected to come from evaluations.
 - Identifies any changes made to each plan since the previous planning reports were published.

- D. The Institutional Research & Assessment program at CRC can be summarized as a continuous cycle of planning, evaluating, reporting, taking action and making changes to the plan.



V. Division of Institutional Research and Assessments

The question arises, "What is Institutional Research and what is Assessment of Student Learning"?

A. Definitions:

1. Institutional Research: Below are two definitions from reliable sources.

"Institutional research has to do with what decision makers need to know about an institution, its educational objectives, goals and purposes, environmental factors, process, and structures to more wisely use its resources, more successfully attain its objectives and goals, and to demonstrate integrity and accountability in so doing." Dressel, P. L. *The shaping of institutional research and planning. Research in Higher Education*, 51 (2).

"Institutional research is research conducted within an institution of higher education in order to provide information which supports institutional planning, policy formulation and decision making." Saupe, Joe L. *The Functions of Institutional Research*. Tallahassee, FL: Association for Institutional Research, 1981.

2. Assessment of Student Learning:

- a. Assessment is the systematic collection and analysis of information to improve student learning.
- b. Defined in this manner, assessment asks you to think about the following questions:
 - What should students be learning and in what ways should they be growing?
 - What are students actually learning and in what ways are they actually growing?
 - What should you be doing to facilitate student learning and growth?
- c. Assessment is NOT an evaluation of individual faculty members, staff, or students.

B. Assessment of Student Learning Includes:

1. Student Learning Goals

Goal 1: To lead and encourage each student toward building a philosophy of life which is consistent with Christian ideals

Goal 2: To develop skills in how to acquire, evaluate, and make use of knowledge; to prepare students for continued studies and/or careers; and to develop a basic desire for the pursuit of knowledge.

Goal 3: To develop problem-solving skills, both as an individual and in cooperation with others

Goal 4: To incorporate the various experiences as a student at Crowley's Ridge College into a future of service to God and community

2. Programs

Developmental	Mathematics and English courses	
General Education A.A.	Critical Thinking Human Awareness Effective Communication Christian Ideals	Scientific Awareness Computational & Technological Skills Information Literacy Independent Lifelong Learning
Teaching A.A.T.	Education Courses	
Associate in Biblical Studies	Freshmen and Sophomore Bible Courses	
Biblical Studies B.A.	Junior and Senior Bible Courses	
Business Administration B.S.	Junior and Senior Business Courses	

3. Testing

ACT	Incoming scores. Comparison to other colleges.
CAAP	These scores will assist in the General Education Criterion evaluation.
ASSET	Placement into the appropriate Math and English courses. Assess progress of the developmental students
General Bible Knowledge	Primarily evaluates the Associate in Biblical Studies Program
“To Be Announced Test”	Evaluates the Education A.A.T. Program
In-House Bible Test	Designed to evaluate the B.A. Degree in Biblical Studies
ETS/Major Field Test	Designed to evaluate the B.S. Degree in Business Administration

4. Course Level Assessments: a). Pre-Post Testing b). Writing c). Portfolios

5. Surveys

Course Evaluation: a). Style of learning b). General Education Criterion

Faculty Questionnaire: The assessment section provides knowledge of the instructor’s use of assessment tools.

Alumni Progress Survey: General Education Criterion

C. Institutional Research Includes:

1. Research Tools & Topics Researched By Each:

Institutional Survey: a). College’s Mission b). Institutional Integrity c). Governance
d). General Quality of Services and Facilities
e). All Things Considered: Covers academics, physical plant, personnel.

Alumni Progress Survey: a). Student services b). Financial aid c). College environment
d). Instruction e.) Student activities f). Facilities
g). Personnel h). Transferability i). Success after graduation
j). General Education Criterion (In Assessment of Student Learning)

1st Time Student Survey: a). Reasons for coming to CRC b). Admissions information
c). Special interests c). Computer proficiency

Course Evaluation: a). Faculty b). Courses c). Textbooks d). Learning Goals

Faculty Questionnaire: a). Use of Technology in the classroom. c). Services to the community.

2. Research Areas:

Transfer Program: a). Transfer of courses b). Student preparation for higher degrees.

Student Life Program: a). Intramural Program b). Student Led Activities
(Physical & Spiritual) c). College Sponsored Recreation d). Spiritual Enrichment Activities
e). Personal Interest from Faculty & Staff

Assessment of Student Learning

I. College Mission Statement Sets Expectations for Student Learning

The Mission Statement for Crowley’s Ridge College commits the school to “provide for its students a balanced course of studies appropriate for Bachelor and Associate Degrees” and to “emphasize an integration of scholarship, critical reasoning, service and the spiritual dimension of life.” One of the roles of the institutional research and assessment program is to devise ways to determine how well these goals are being achieved and how to improve upon the achievements. This is accomplished through the combined efforts of the institutional research and assessment committee, vice president for academic affairs, program assessment coordinators, non-program division chairs and all full-time faculty and adjunct instructors. This combined group works together to identify student learning outcomes and change the academic courses and programs to improve student learning.

A. What Is Accomplished By Student Learning?

1. Student Learning Goals:

CRC’s four student learning goals provided in the Mission Statement identifies expectations of it’s students and reveals ways that knowledge will be used. They are:

- Goal 1:** To lead and encourage each student toward building a philosophy of life which is consistent with Christian ideals
- Goal 2:** To develop skills in how to acquire, evaluate, and make use of knowledge; to prepare students for continued studies and/or careers; and to develop a basic desire for the pursuit of knowledge.
- Goal 3:** To develop problem-solving skills, both as an individual and in cooperation with others
- Goal 4:** To incorporate the various experiences as a student at Crowley’s Ridge College into a future of service to God and community

2. How Important Are These Goals to CRC?

We used the Institutional Survey, a direct assessment tool, to evaluate the success of reaching these student learning goals. All board members, employees and students were asked to rate how important it is for CRC to reach each goal; they then were asked to rate how well CRC achieved these goals. The rating scale was 1, 2, 3, 4, 5, where 1 is low and 5 is high. Data collected covers 1995 through 2007. This scale was converted to a percentage approval rating. This was done to identify patterns over this period and compare the importance ratings with performance ratings. Each goal is evaluated independently.

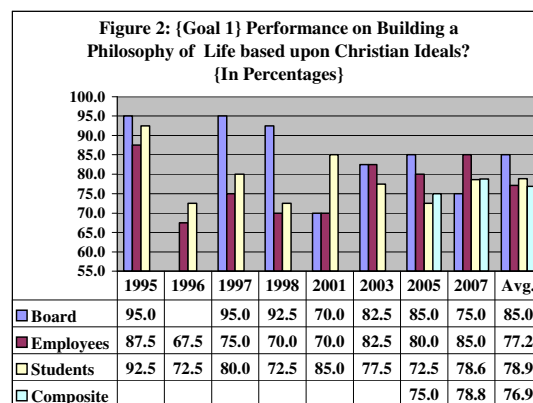
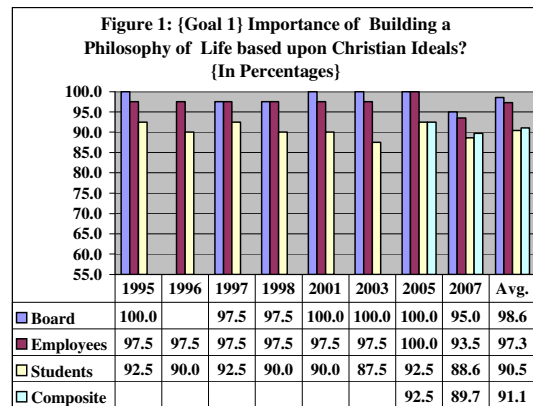
a. Goal 1: Building a Philosophy Consistent With Christian Ideals

To help students build a philosophy of life consistent with Christian ideals seems logical for a Christian college. How this goal is perceived and pursued at CRC is depicted in Fig. 1 & Fig. 2. Fig. 1 is the importance of the “ideals” goal; and Fig. 2 is how well students are achieving the goal.

The average for the 8 surveys for the board, employees and students is given as the last set of bars in each chart.

Summary:

- Figure 2 shows the board, employees and students all believe CRC is doing a good job of building a philosophy based upon Christian Ideals in their students. In 2007, there was a decline in the board’s opinion but a rise in the opinion of the employees and students. Even with this variance, a range of 10% was maintained with students



falling between the employees and the board. The Average column reveals a 1.7% difference between employees and students and a slightly higher opinion by the board.

- Figure 1 show students consistently felt this goal not as important as the Board and employees. Students saw the importance of this goal lower than the board and employees by 8.1% & 6.8%.
- Composite Christian Ideals performance ratings were only 10.9% lower than importance.

b. Goal 2: This Goal Contains Two Parts

Prior to 2005, Goal 2 had three distinct parts. They were knowledge, a baccalaureate degree and a desire to pursue knowledge. Starting with the 2005 Institutional Survey, Goal 2 had two distinct parts. One part is acquiring and using knowledge and the other is the pursuit of knowledge, whether by a formal degree or independently. To blend all years in one chart, the results of two questions for years 2003 and prior were combined into one total, thus allowing an appropriate comparison of both format results. Starting with the 2009 Institutional Survey, the first questions will be changed to be consistent with CRC moving to a four year institution. Therefore it will be changed to preparing students for future studies and/or careers.

1). Goal 2a: Develop Skills To Acquire And Use Knowledge

Figure 3 shows the ratings for the importance of acquiring and using knowledge. Both the 2007 and the average columns suggest a high degree of agreement between all rating groups. In 2005, the board dropped and then returned to their overall pattern in 2007. Students rated the importance the same or slightly lower than others.

Figure 4 shows agreement as to the success of CRC performing this goal. It is interesting that in 2007 students see the most success at meeting this goal. Over the eight years, student’s approval rating has only a range of 9.5%.

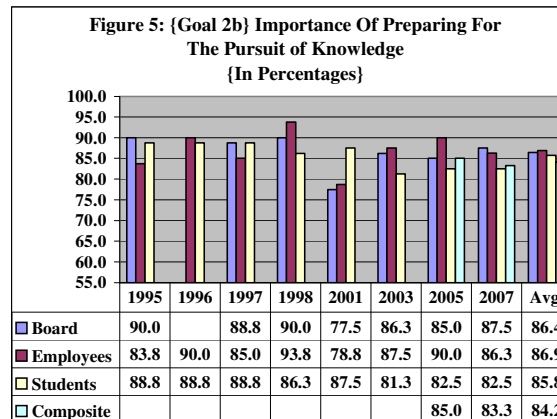
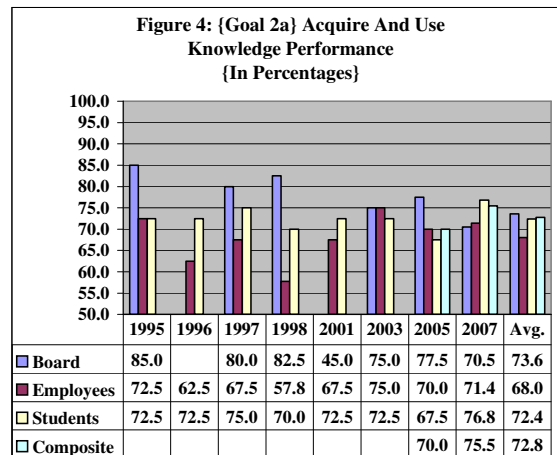
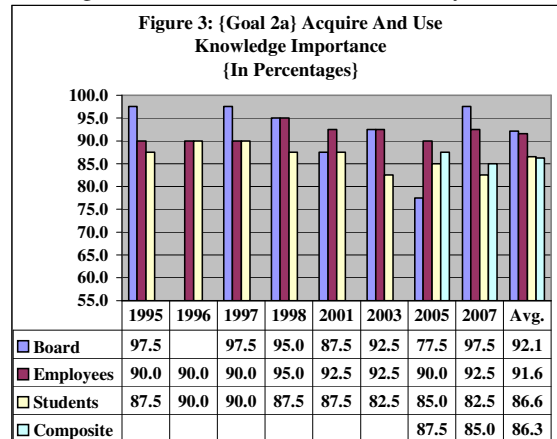
Summary:

- The board, employees and students generally agree on both the importance and performance of acquiring and using knowledge.
- Again, composite acquiring and using knowledge performance ratings were only 13.5% lower than importance.

2). Goal 2b: Prepare Students for the Pursuit of Knowledge.

Preparing students for the pursuit of knowledge is the second part of Goal 2. Its thrust is two-fold.

- a). Pursuing knowledge by preparing students to continue their education by obtaining a baccalaureate degree after graduation from CRC. This portion of the goal will be evolving over the next several years as CRC will be offering its own baccalaureate degrees. It will emphasis preparing students for futures studies and/or careers.



b). The other thrust is the pursuit of knowledge outside of a formal education setting.

Summary:

- In 2007 the board and employees closely agreed as to the importance of the pursuit of knowledge with the students only 3.8%–5% lower.
- In 2007 students changed their overall pattern, showing only a 7.1 % difference between important and the performance of this goal.
- The employees did not show as much of a change as the students, but there was improvement in closing the gap between the importance and the performance of this goal by the employees.
- Since there are many more students in this survey than board members and employees, with the drastic difference, the students made it bring the composite of performance only 10.2% less than the importance for this goal.

c. Goal 3: Develop Problem-Solving Skills

Figure 7 shows a decline in the importance of this goal by the employees and students. Whereas, figure 8 shows the board did not think CRC performed as well as previous years. On the other hand, students felt they had met this goal better than any previous year recorded.

Summary:

- The Board, employees and students pretty well agree on importance and performance areas for the problem-solving goal. With the students seeing it as less important but better performed.
- Performance lags behind the importance in the ratings by 11% for the problem-solving goal.

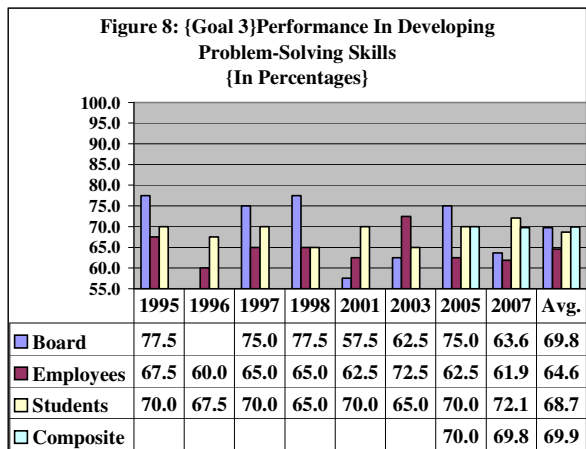
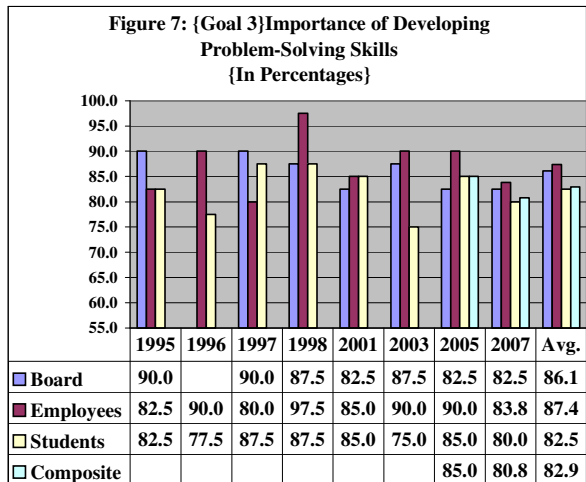
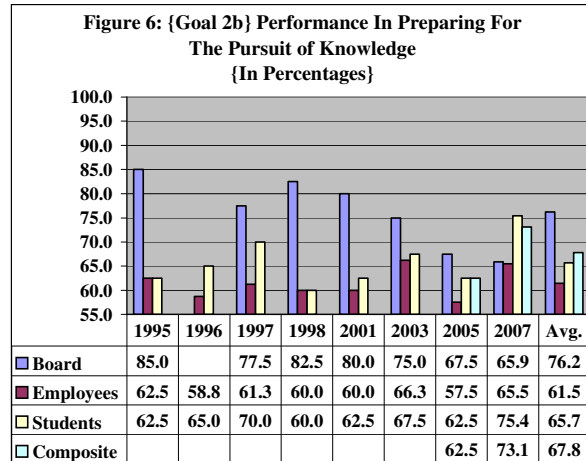
d. Goal 4: Alumni Will Serve Church and Community

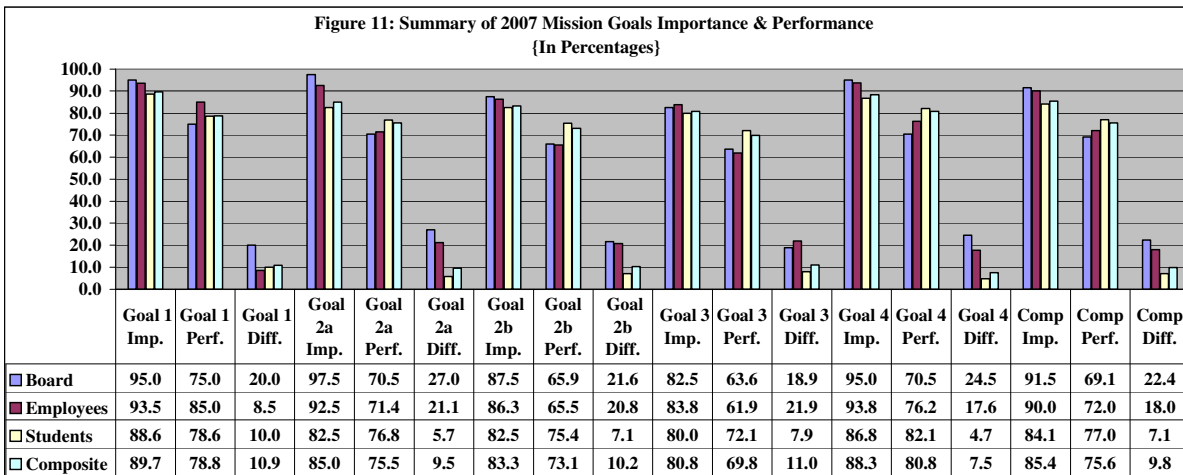
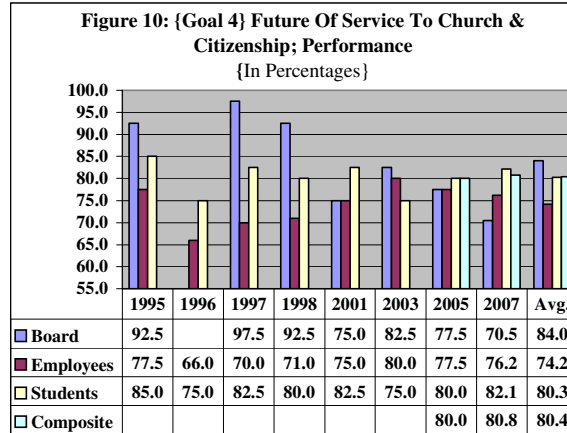
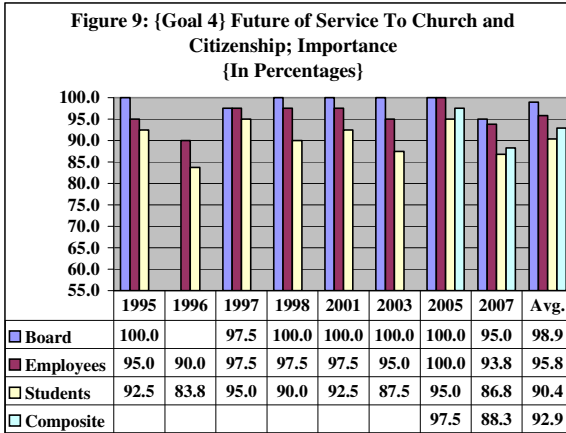
It is important to CRC for their students to be willing to serve. There is a lot of agreement among all three groups surveyed in both the importance they place on this goals as well as the performance of this goal. The results are seen in figures 9 and 10 on the next page.

B. Goal's Outcomes

1. Summary

- a. Students consistently see service as less important than the Board and employees.
- b. Students consistently believe CRC has reached these goals better than the board and employees.
- c. When we look at the average column, we see an interesting pattern. The employees are between the board and students in both the importance and performance rating. But the board is the highest when we see the importance and the students are high when we look at the performance.
- e. Performance is behind importance ratings by 7.5% for service to church and community.





2. Composite View of the Goals

Figure 11 gives a composite view of the Mission Goals. By number they are as follows:

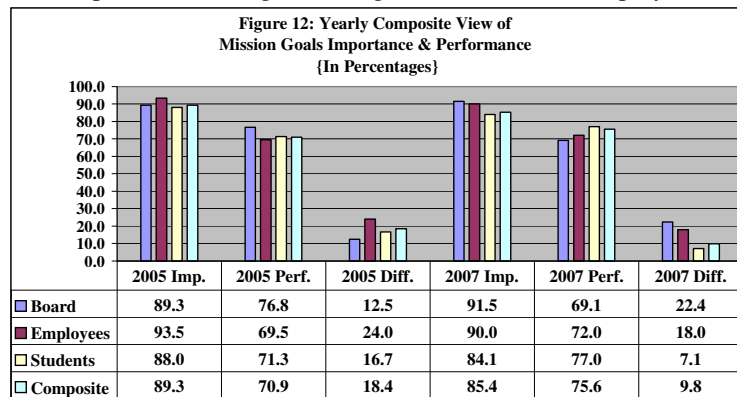
- Goal 1: Christian Ideals
- Goal 2a: Acquisition and Use of Knowledge
- Goal 2b: Pursuit of Knowledge
- Goal 3: Problem-Solving Skills
- Goal 4: Future of Service to God and Community

Figure 11 shows goals are not viewed as equally important. “Christian Ideals”, “Acquisition & Use of Knowledge” and “Service to God and Community” are the most important. Problem-solving came in last with the “Pursuit of Knowledge” somewhere in between.

Students consistently rate the importance of goals lower than the board or employees. With the exception of the problem-solving goal (which was close) the employees rated the importance of all goals lower than the board.

Although students may not see the importance of the goals as high as the board and employees, with only one exception (Christian Ideals) students believed the goals were reached with a higher approval rating than the employees and rated it higher in on every goal than the board.

Figure 12 reveals a drastic decline in the difference between the expectation of students in the goals and how they were met. The difference



in 2007 was less than half of the difference in 2005. The employees also lowered the difference in their importance and performance in 2007 to only $\frac{3}{4}$ of the difference in 2005. The board did nearly double their difference.

Summary:

- a. Not all of the goals are perceived as being equally important.
- b. Students rates performance better than employees and employees rate it better than the board.
- c. A composite of all goals shows performance lags behind the importance in ratings by only 9.8%.
- d. It could be concluded that all expect the board believe CRC is doing a better job meeting our expectations of our goals in 2007 than we did in 2005.

3. Changes in These Goals

Since CRC is moving to a four-year college, its Mission Statement has been altered to reflect that change. Below, you will find the changed Mission Statement including the Goal 2 change. Changes made are indicated by being underlined.

New Statement and Goal 2

The Mission Statement for Crowley's Ridge College commits the school to "provide for its students a balanced course of studies appropriate for Bachelor and Associate Degrees" and to "emphasize an integration of scholarship, critical reasoning, service and the spiritual dimension of life." One of the roles of the institutional research and assessment program is to devise ways to determine how well these goals are being achieved and how to improve upon the achievements. This is accomplished through the combined efforts of the institutional research and assessment committee, vice president for academic affairs, program assessment coordinators, non-program division chairs and all full-time faculty and adjunct instructors. This combined group works together to identify student learning outcomes and change the academic courses and programs to improve student learning.

Goal 2:

To develop skills in how to acquire, evaluate, and make use of knowledge; to prepare students for continued studies and/or careers; and to develop a basic desire for the pursuit of knowledge.

Old Statement & Goal 2 Wording

"provide for its students a balanced course of studies appropriate to the first two years of college" and to "emphasize an integration of scholarship, critical reasoning, and the spiritual dimension of life." ... This is accomplished through the combined efforts of the institutional research and assessment committee, vice president for academic affairs, division chairs and all full-time faculty and adjunct instructors.

Goal 2:

to prepare students to transfer for advanced studies;

C. Programs Designed To Help Students Reach These Goals

The programs listed below are designed to assist students in their pursuit of these learning goals. Different programs make contribution to more than one goal. The cumulative effects of the programs are designed to allow students to meet these goals.

Developmental Program: It provides special classes and guidance for students who enter college not ready to take college level math and English courses.

General Education A.A.: This is a program both developmental and non-development students are expected to finish. This program is based upon the minimum requirements for graduation set by the state of Arkansas.

Teaching A.A.T.: Program designed to prepare transfer students in early children (P – 4) and Mid-Level (4 – 8) education for their upper level education courses.

Associate in Biblical Studies A.B.S.: This program has a two-fold purpose. First, it's one designed to give a general Bible knowledge to all students at CRC. Secondly, it provides an in-depth study for those declared as a Bible major to receive an "Associate in Biblical Studies" degree.

Biblical Studies B.A.: This program provides an in-depth study of upper level courses for those declared as a Bible major to receive a B. A. degree in Biblical Studies.

Business Administration B.S.: This program provides an in-depth study of upper level courses for those declared as a Business Administration major to receive a B.S. degree in Business Administration.

Transfer Program: This program is designed to prepare CRC students to transfer after graduation to a four-year college or university in pursuit of a four-year degree that CRC does not currently offer.

Student Life Program: This program also has a two-fold purpose. It is designed to help students develop their sense of belonging, while guided in both social and spiritual growth. Activities are designed to provide students with some lifelong recreational, social and spiritual tools.

II. Levels and Methods of Evaluation

CRC uses the following levels and methods of evaluation to accomplish a thorough evaluation:

Program	Levels of Assessment		
	Institutional Level	Program Level	Course Level
Developmental	CAAP ASSET	Tests, Homework,	Writings, Course Grades
General Education A.A.	CAAP Alumni Progress Survey	CAAP College Algebra Grade Composition I Grade Human Communication Grade	Pre-Post Tests, Tests, Homework, Writings, Course Grades
Teaching A.A.T.	“To be announced”	“To be announced”	Course & Project Grades
Associate in Biblical Studies A.B.S.	“General Bible Knowledge Test” Alumni Progress Survey	“General Bible Knowledge Test” Alumni Progress Survey	Pre-Post Tests, Tests Course Grades
Biblical Studies B.A.	In House Test	In House Test	“To be announced”
Business Admin. B.S.	ETS – MFAT	ETS – MFAT	“To be announced”
Transfer	Alumni Progress Survey	Alumni Progress Survey	
Student Life	Alumni Progress Survey Institutional Survey	Informal Meetings Student Participation	

III. What’s New in This Plan

A. Alumni Progress Survey

1. Combining the “First Year Alumni Survey” and the “Alumni Progress Survey”.

To simplify for efficiency the process of conducting these surveys, CRC will begin to use a web-based method to obtain some of the results. This method will be discussed later in this section. Since we are using the same survey forms to conduct the two surveys, using the graduation date to determine which survey the results goes to, the committee decided to simplify the terminology by calling both the “Alumni Progress Survey”. Data obtained from these surveys will still indicate the period of time between the survey and the year they graduated from CRC, therefore meeting the original reason for having the two surveys. .

2. Continuous Annual Survey

Along with combining the two surveys, it was decided to conduct a “continuous annual” survey, instead of having an Educational Progress Survey every 5 years. This will involve cooperating with one CRC Advancement/Development mailing per year, Website Survey, CRC Homecoming, CRC lectureship, and any other time it is appropriate. In 2008, the Alumni Progress Survey was included in the “Phone-a-thon” mass mailing.

3. “Pre-1995” Educational Progress (Alumni) Survey

The CRC database now includes a good portion of the pre-1995 alumni, and they are in a process of continuing to add to that list. Therefore, the results from the continuous annual surveys will include pre-1995 alumni. Therefore, we will be able to collect needed results from alumni, answering a concern of the 2005 visiting team from the North Central Association.

4. Web-Site Posted Survey

The survey is CRC’s official website and can be filled out in one of the following ways:

- Fill out the survey on the website electronically using their name and last 4 digits of their social security number for identification.
- To print off the survey and mail it to the college.
- Download the file using a combination of both WORD and Adobe Reader, fill out the file and then email it to the DIRA.

The CRC Advancement/Development departments will advertise the website alumni progress survey in their mailings.

5. Definition of “Alumni” Clarified

An “Alumnus” is one who spent two years at CRC and accumulated a minimum of 40 credit hours.

6. Anonymous

As long as the last 4 digits of the social security number and the year graduated are given, the person filling out the survey does not have to include his/her name.

B. Human Awareness

CRC is adding the evaluation of “Human Awareness” to this plan. By adding the evaluation “Human Awareness” and “Information Literacy”, CRC is now evaluating its entire general education criterion. The following are the tools used to evaluate this criterion.

1. The following questions have been added to the Alumni Progress Survey:
 - a. “My CRC experience gave me a greater awareness and appreciation of people who come from diverse cultural, racial and economic backgrounds.”
 - b. “My CRC experience gave me a greater awareness and appreciation of people with varying physical or mental abilities.”
2. The following questions have been added to the Institutional Survey.
 - a. “CRC increases its student’s awareness and appreciation of people who come from diverse cultural, racial and economic backgrounds.”
 - b. “CRC increases its student’s awareness and appreciation of people with varying physical or mental abilities. “

C. Information Literacy

As mentioned above, CRC is adding the evaluation of “Information Literacy” to this plan. The following are the tools used to evaluate this criterion.

1. The following questions have been added to the Alumni Progress Survey:
 - a. “My experience at CRC increased my understanding of and skills in using technologies to obtain and utilize information.”
 - b. “My experience at CRC increased my understanding of and skills in using traditional media such as books, periodicals, etc. to obtain and utilize information.”
2. The following questions have been added to the Institutional Survey.
 - a. “CRC increases its student’s understanding of and skills in using technologies to obtain and utilize information.”
 - b. “CRC increases its student’s understanding of and skills in using traditional media.”

D. Planning Report and Update Schedule

In an effort to reduce cost and add consistency, starting with this issue the schedule for publishing the “Institutional Research and Assessment Planning Report is changed as follows:

1. The “Institutional Research and Assessment Planning Report” will be published every even calendar year. It will be ready for the faculty to approve on each even calendar year fall workshop.
2. On every odd calendar year, an “IRA Planning Report Update” will be distributed.

E. Assessing 4-year Business Program

In cooperation with Larry Woodward, the Business Degree Coordinator and Phil Wilkerson, the Vice President for Academic Affairs, the “Major Field Assessment Test” (MFAT) published by ETS Testing has been decided upon as the assessment tool for the new B.S. Degree in Business Administration. Details of the testing and how results will be used will be decided upon in the next two years. The first graduating class is scheduled for the Spring of 2010. Therefore, the first testing will be done in Spring, 2010.

F. Assessing 4-year Bible Program

In cooperation with Rick Hale, the Biblical Studies Degree Coordinator and Phil Wilkerson, the Vice President for Academic Affairs, an in-house developed post test will be used as the assessment tool for the new B.A. Degree in Biblical Studies. This test will be developed by comparing similar tests in other colleges and universities offering the same degree. Development of the test and how results will be used will be developed in the next two years. The first graduating class is scheduled for the Spring of 2010. Therefore, the first testing will be done in Spring, 2010.

G. Faculty Questionnaire

The committee decided to develop a simpler faculty questionnaire to be used to obtain data about the use of technologies, assessments and community services. This version was first used the Spring of 2008.

H. Course Evaluations;

It was decided to stop collecting the GPA and the “Number of Hours Completed” on the “Course Evaluations” due to constant inaccuracies given by students.

I. First Time Student Survey

To be able to better help students with disabilities, it was decided to add the following question to the “First Time Student Survey”.

“Do you need or have you ever needed special arrangements made for your education because of a disability of any kind?”

J. “Program Assessment Coordinators” (PAC)

As described on page 5, since CRC is moving to a 4-year institution, the committee decided to add another dimension to the Institutional Research plan. This would involve having any chair of a division/department or committee that’s over an assessed program to automatically become a “Program Assessment Coordinator” (PAC).

K. 4-Year School Terminology

Throughout this planning report, assessment tools and terminology will be altered to be consistent with CRC moving to a 4-year institution.

IV. ACT & CAAP

It could be argued ACT and CAAP scores are more a part of Institutional Research than Assessment of Student Learning. Understanding where a college’s students’ incoming ACT scores and exiting CAAP scores are in relationship to similar colleges across the nation gives a better understanding as to the success the college has had in student learning. Therefore, before we examine the Developmental, General Studies and the Bible programs, we will set the stage by examining the ACT and CAAP scores of CRC students.

A. Using ACT Scores For Freshmen Placement In Mathematics And English Courses.

At CRC, ACT scores provide a backdrop against which to identify students’ potential and the kinds of academic programs needed. Applicants are encouraged to provide ACT scores. They are used as a starting point in determining when students must be tested for placement in developmental work. When ACT scores are not available, ASSET scores become the college’s placement tool.

Complete guidelines for using ACT & ASSET scores for placement are found in Appendix A.

B. Analysis of CRC’s ACT Scores to Those of Other 2-Year Colleges in the Nation.

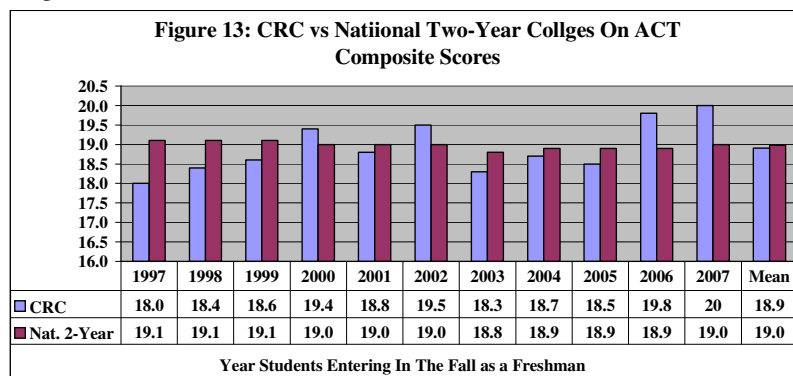
The results in this planning report will be based upon 2-year colleges. Starting with fall, 2008 ACT scores will be compared to both 2-year and 4-year colleges. This will continue until CRC has completed its full conversion to a 4-year college.

1. Composite Scores

The obvious pattern seen in Figure 13 is the rising trend over the first few years, followed by years of highs and lows giving a stable average.

The most noticeable change is the continuous rise in scores since 2005, setting record highs in 2006 and 2007.

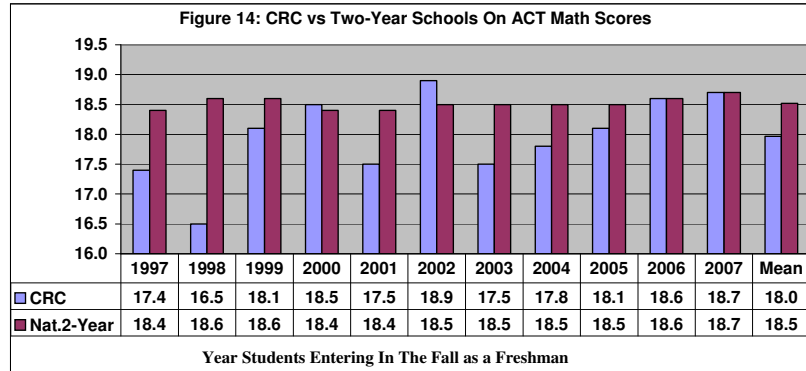
The small total numbers that a college such as CRC has tends to produce major changes in a short time. The CRC average is consistently below the national average with few exceptions. For seven of the nine years provided, as well as the overall mean, CRC was below the national two-year college average.



2. Mathematics

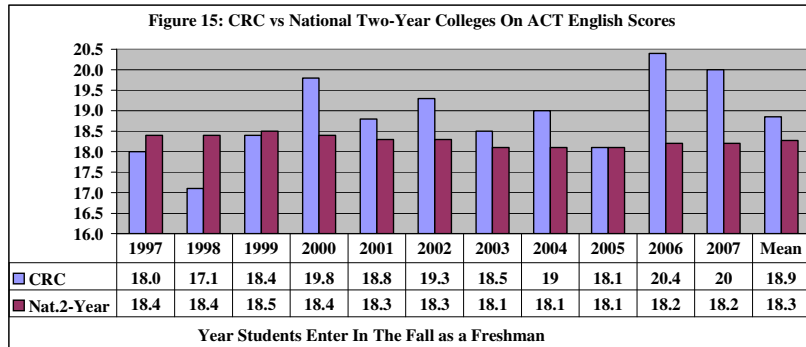
A similar trend is found in ACT Mathematics scores.

We see in Figure 14 the Math score has a continuous rise starting in 2003. In only the last two years did CRC tie the national average.



3. English

English scores have been better in the sense that the English score has been above the national two-year college average the last 7 of the 11 years, and another year it was the same. Also, the mean is higher than the national mean. The last two years, CRC scored much higher than the minimum score of 19 to be declared as developmental.



4. ACT Summary

Incoming freshmen to CRC have ACT Scores as follows:

- a. CRC incoming freshmen have a composite average consistently below the national 2-year college average with the last two years being among the exceptions.
- b. CRC incoming freshmen have a Math average consistently below the national 2-year college average with a definite rise in the last 5 years, almost reaching the developmental cutoff of 19.
- c. CRC incoming freshmen had a definite rise in the English average the last two years. The English average the last eight years has been high as or higher than the national 2-year average.

C. ACT Scores Below 19

1. ACT of Incoming Freshmen

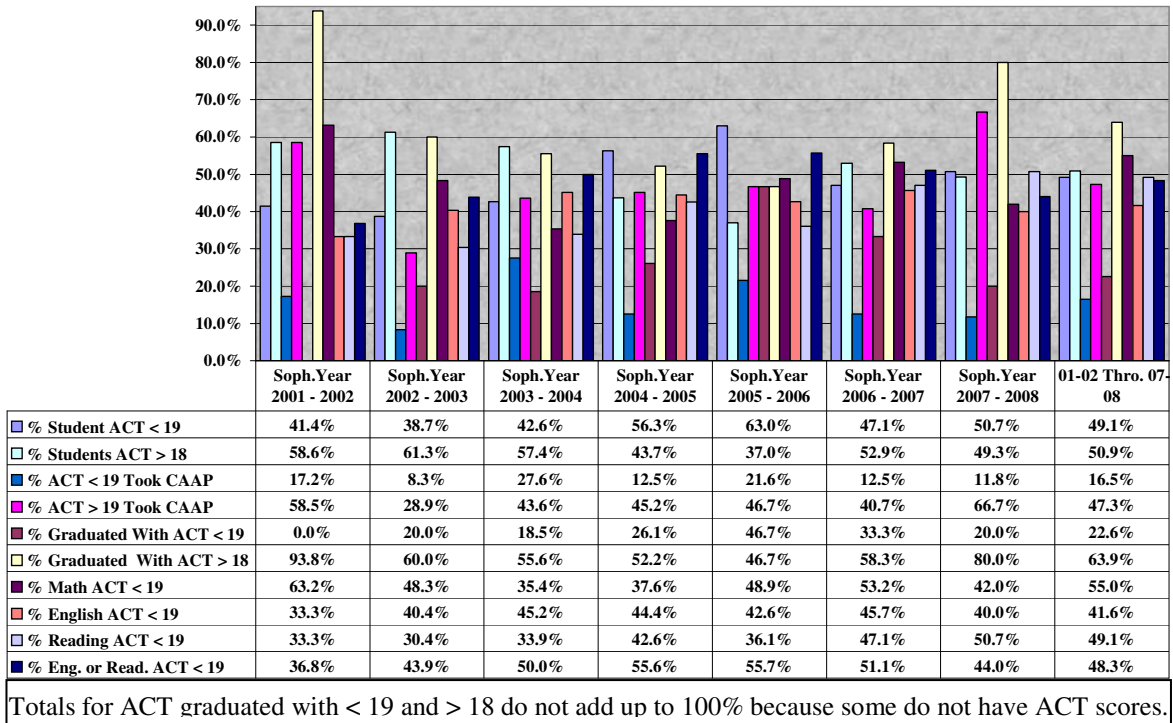
The large number of students coming to CRC unprepared to do college level work can be seen in Figure 16 (see chart/table next page). The seven-year average covered by the chart and table indicates on average 49.1% of the students entering CRC have Composite ACT score below 19 (of those who provided us an ACT score). Along with that, 55.0% of the new students entering CRC have Mathematics ACT scores below 19, 41.6 % have English ACT score below 19, and 49.1% have Reading ACT scores below 19. It also indicates 48.3% of the new students have either English or a Reading ACT scores below 19.

The point is clear; over half of the students entering CRC need developmental work in Mathematics and nearly half in the English/Reading area. Consequently, the Developmental Program is the key to improving retention and graduation rates at CRC.

2. ACT and Graduation

Another aspect of using ACT scores at CRC is to tie graduation rates to ACT scores. Figure 16 (see chart/table next page) reveals, with the exception of the 3 graduating years of 2000, 2001 and 2002, CRC graduation classes have had a significant number of students who entered with an ACT composite score less than 19. The percentage of each graduation class ranged from 18.5% to 46.7% with an average of 30.8% for the last 7 years. An average of 21.9% of the graduates had ACT Composite scores less than 19 even when the years not included in Figure 16 are included (30% for 1998-1999, 0% for 1999-2000, 0% for 2000-2001). This is very close to the average of 22.6% for graduating years 2002 through 2008.

Figure 16: Known ACT to Fall 07 & CAAP to Spring 08
Comparison For Students With ACT < & > 19

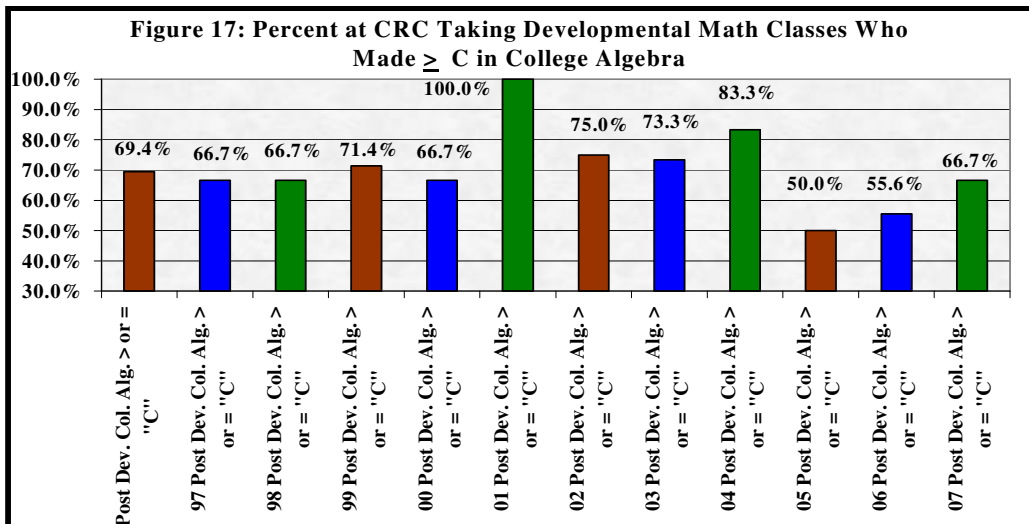


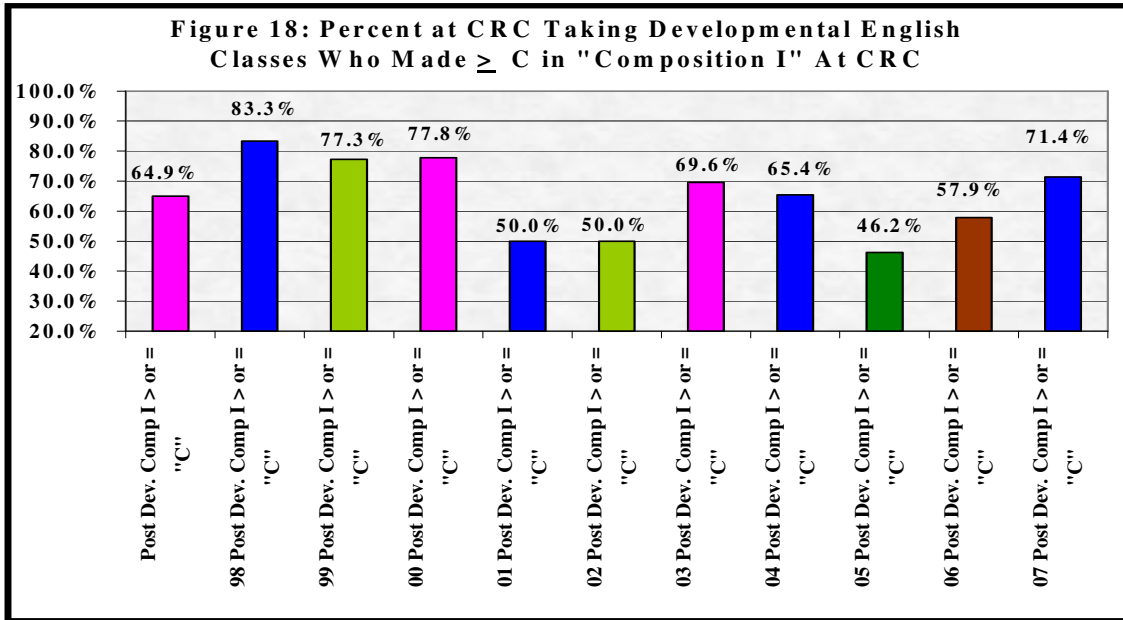
3. Post-Developmental Courses

There are at least two factors other than the ACT Composite score being less than 19 we should consider. First, the success rate for successfully finishing College Algebra and Composition I after students have taken their developmental work is relatively good at CRC. Secondly, there is a good success rate for completing all required developmental work before students transfer to a four-year college. As a two-year transfer college (under this plan) many students transfer after two years simply because they only anticipated spending two years at CRC. Therefore, students who need several developmental courses simply run out of time to graduate, even if they have been successful in the developmental and/or post-developmental courses. If all developmental courses are utilized, they add almost an extra semester to their education.

a. Post-Developmental Mathematics and English Courses:

Figure 17 below shows since 1997 students who were required to take a developmental math course and then took College Algebra, 69.4% of them finished College Algebra with a grade of a "C" or better. Obviously, over the years there were a few extreme highs and lows but overall the pattern has been relatively consistent around the average of 69.4%.





In Figure 18 above, we see similar results for Composition I as we did for College Algebra with an average of 64.9%. The figure indicates a slight decrease for a couple of years with a rise above the average in 2007. These were students who were required to take either developmental grammar or developmental reading or both based upon their ACT scores 19 and finished Freshman Composition I with a grade of "C" or better. There were more variations in pattern over the years in these subjects than in math, covering a range from 46.2% to 83.3%.

Variations like these are expected with a small student body.

b. Completion of All Required Developmental Work

Since CRC is a transfer college (under this plan) and developmental work can add up to an extra semester of academic work, many students transfer automatically after two years, therefore running out of time to be able to graduate. For many of these students, CRC believes it has achieved success if the college can successfully get them through all required developmental work and allowed them to complete most of their other General Education requirements successfully.

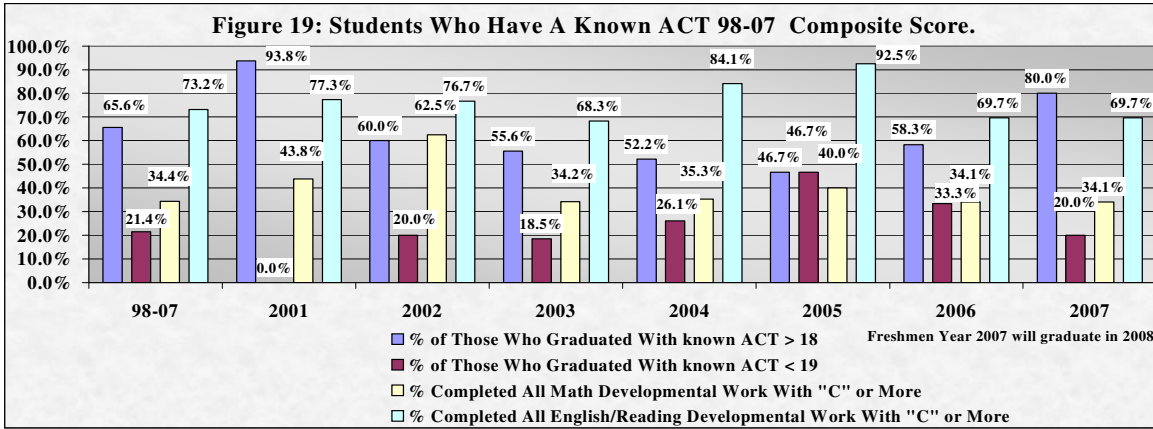
Developmental Mathematics students who come to CRC with a Mathematics ACT score < 15 must pass Developmental Mathematics, Beginning Algebra, and Intermediate Algebra with a grade of "C" or better before they are allowed to take College Algebra.

Developmental English/Reading students who come to CRC with an ACT score less than 19 in both English and Reading must take both Developmental English and Reading Lab and pass them with a grade of "C" or better before they are allowed to take Freshman Composition I.

Figure 19 on the next page shows 34.4% of the Developmental Mathematics students finish all of their required courses, along with 73.2% of the Developmental English/Reading students. Although these are not the kinds of percentages we would like, it shows much more success than only looking at the graduation rate.

4. ACT \leq 19 Summary:

- a. Figures 16 shows the following ACT scores and percentages of students below 19 entering CRC.
 Composite ACT 49.1% Mathematics ACT 55.0%
 English 41.6% Reading 49.1% English or Reading 48.3%
- b. Roughly 50% of the entering freshmen to CRC have a composite ACT less than 19 and about half need developmental work in Mathematics and in at least one area of English/Reading.
- c. Of those who graduate from CRC with known ACT scores, 22.6% of those students started with an ACT Composite score below 19.
- d. Of all students who started CRC who needed developmental work in Mathematics, 34.4% completed all required developmental Mathematics courses with a grade of "C" or greater.
- e. Students who started CRC needing developmental work in either English or Reading or both, 73.2% completed all required developmental English/Reading courses with a grade of "C" or greater.

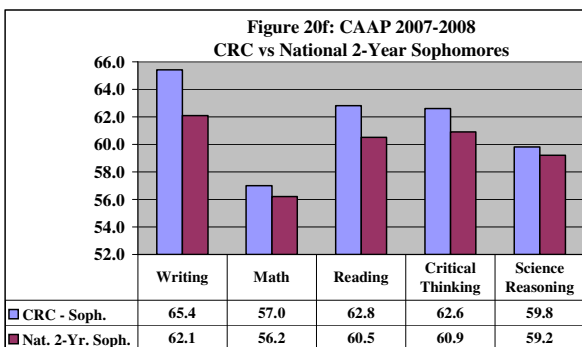
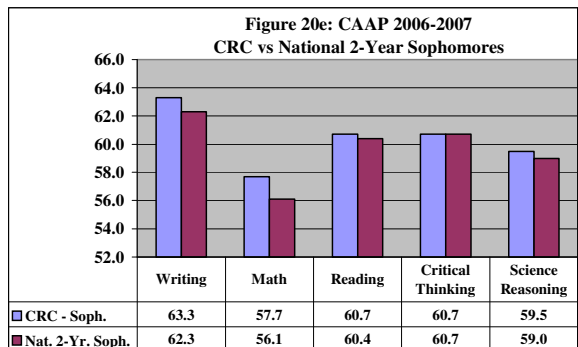
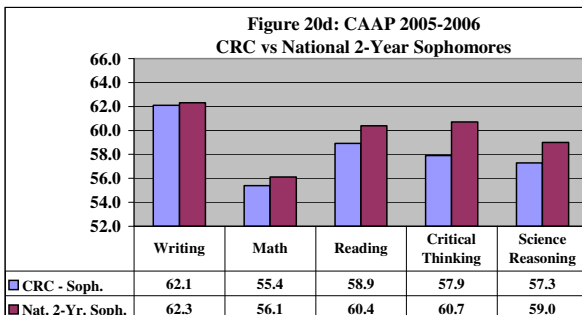
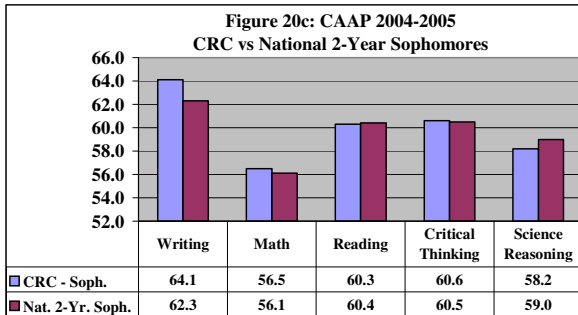
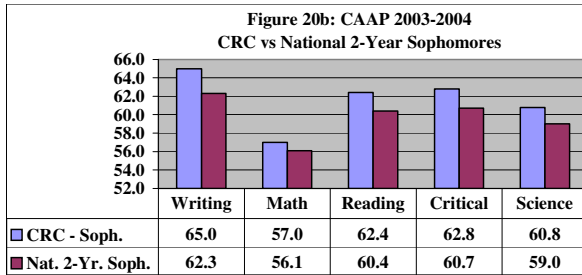
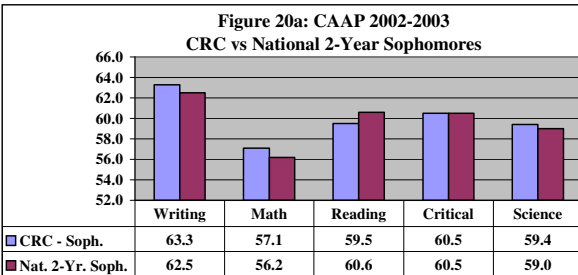


D. Sophomore’s CAAP Scores And Other 2-Year Colleges

1. CRC Versus Two-Year Nation

Figures 20a through 20f below give a detailed comparison of the last six years. These charts show CRC students generally do as well or better than the national 2-year college average for CAAP in every area. The only major exception is the year 2005-2006 that broke our normal pattern.

In mathematics, writing and critical thinking, CRC students were at or above the national 2-year college average every year. Reading was above for three years, (2 pts., .3 pts. and 1.3 pts respectively). Reading was below for two years, one year by .1 and 1.1 the other year. The Scientific Reasoning scores were above the national 2-year average four of the five years and below the other year by only .8 of a point.



A possible explanation for 2005–2006 breaking our normal pattern can be seen in Figure 16 on page 18. We see 46.7% of those who graduated and 21.6% of those who took the CAAP test were developmental students. These within themselves were a good break in our pattern also.

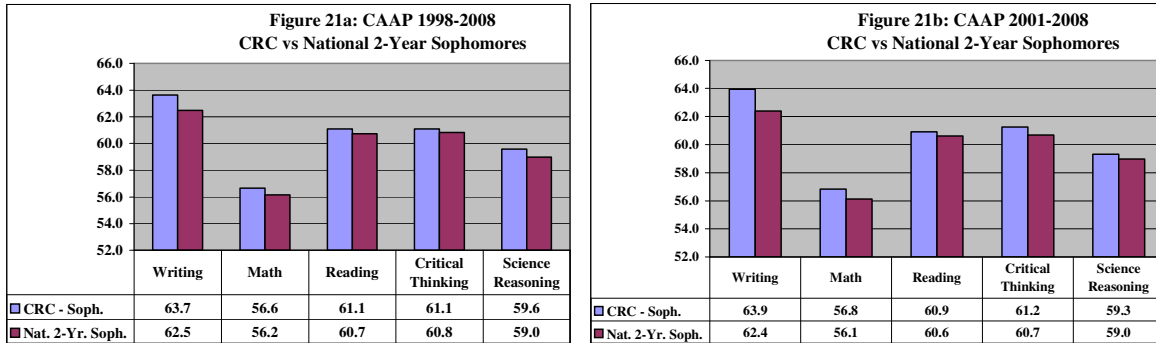


Figure 21a above reveals, on average, CRC students have been above the national 2-year college average since 1998 in every area. Details of years not shown can be obtained from the DIRA. As previously mentioned, with the exception of the year 2005-2006, in general students at CRC score at or above the national 2-year college students in all areas every year going back to the year 1998-1999. An even brighter picture for CRC is seen as a comparison is made of Figures 21a and 21b above, by noting in three of the five areas CRC student’s average is even higher than the national 2-year college average since 2001 than it was when we include years back to 1998. One should also note, this includes the year 2005–2006 that was abnormal to CRC’s traditional pattern where they scored less than the national averaged in every area. The following shows how much better the 2001-2008 CAAP average scores were than the 1998-2008 CAAP average scores. See figures 21a and 21b above.

Writing 1.5 – 1.2 = .3 Point Math .7 – .4 = .3 Point Critical Thinking .5 – .4 = .1 Point

2. Low ACT High CAAP

The question might be asked, “Is CRC teaching its students what it should teach them?” Or, put another way, “Are CRC students learning what they should be learning while at CRC?” The overall answer can be seen in the comparison of ACT and CAAP scores. When the incoming freshmen have ACT scores below the national 2-year college average and then have their sophomores leave with CAAP scores generally above the national 2-year college average, the answer to both questions must be “Yes”.

3. CAAP Summary

- a. Nine of the last ten years, on average, since 1998, CRC students have had CAAP scores in writing, math and critical thinking at or above the national 2-year average.
- b. Scientific Reasoning was at or above the national 2-year average for eight of the last ten years and Reading was at or above for seven of the last ten years. Yet, the average over these nine years is at or above the national 2-year average.
- c. CRC students come to CRC with lower than average ACT scores and leave CRC with higher than average CAAP scores.

E. SUMMARY: ACT & CAAP

- 1. Generally, with few exceptions, incoming freshman at CRC have composite and math ACT averages less than national 2-year college average. But, they have higher than national 2-year average in English.
- 2. 50% of the incoming freshmen have a composite ACT \leq 19 and more than half need a developmental math course and at least one of the developmental English/reading courses.
- 3. About 22.6% of CRC graduates are students who entered with a composite ACT \leq 19.
- 4. For students who needed developmental courses, the following are the percentages of students who completed all necessary developmental courses. 34.4% of the math and 73.2% of the English/reading.
- 5. CRC students leave CRC with CAAP scores in all areas of greater than or equal to the national 2-year college average. There are only a few exceptions in Reading and Scientific Reasoning.

Developmental Program

The Developmental Program at CRC provides special courses and services enabling students who lack the proper academic background to take courses in college to prepare them for college level work. The CRC Developmental Program is designed to meet these needs.

A. Introduction

1. This program consists of mandatory placement based upon standardized testing, along with three courses in mathematics and two in English, designed to prepare these students for College Algebra and Composition I.
2. The mandatory placement is based either upon their ACT and/or ASSET scores (See Appendix A).
3. If a student is placed in a developmental course, he/she must also enroll in the “Introduction to College” course. The only exception to this rule is when a student is enrolled in Intermediate Algebra and no other developmental course.
4. For better motivation, the scores developmental students make on their ASSET test at the end of each developmental course will be used as a portion of the grade they receive for the course. The value of this grade is not to be greater than the value of a regular test in the course.

B. English

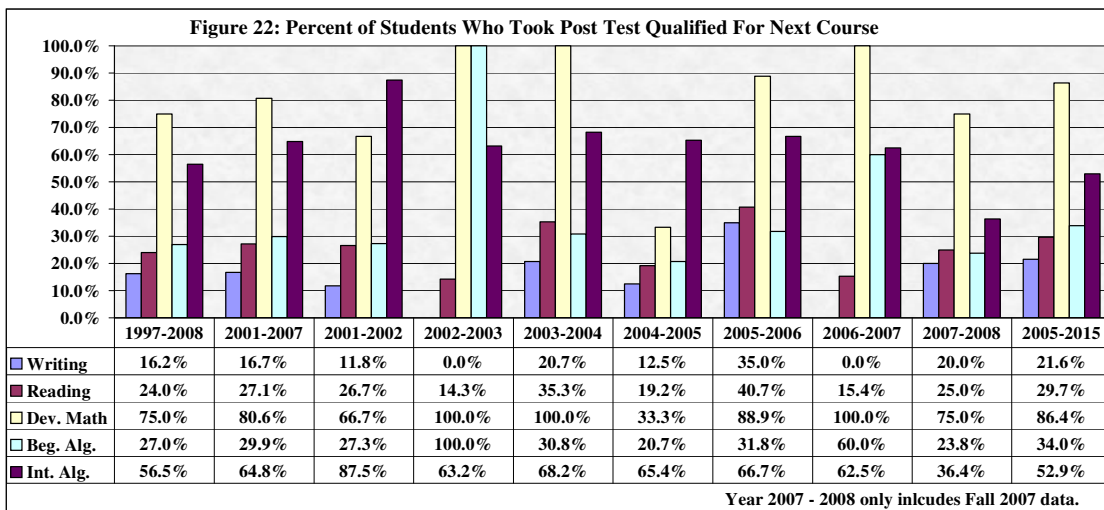
Students who pass all required Developmental English courses with a letter grade of “C” or more will be deemed competent to take Composition I. At the end of any developmental English courses all students will take the English portion“s” of the post-ASSET Test.

1. Program objective: Students will be able to perform writing and grammar skills at a level required for success in Composition I.

2. Evaluation process:

- o At least 50% of the students who pass all required Developmental English courses with a letter grade of “C” will meet or exceed the ASSET Placement Score required for placement into Composition I.
- o The collective course average in Composition I for students completing all required developmental classes will be no less than one letter grade lower than the average of students not required to take developmental courses.
- o The attrition rate in Composition I for students completing all developmental requirements will be no greater than 50% more than for students not required to take developmental courses.

3. Outcomes of the Evaluation Process:



a. ASSET Score of 50% Qualifies

With so few in each class, for a true picture it’s necessary to look at composites over a period of time. In both writing and reading we have not reached our intended goals that 50% of the students who passed the writing or the reading course with a grade of “C” or better would have an exit ASSET test score which qualifies them for the next course.

Figure 22, above, shows percentages over composite scores covering 1997–2008, 2001–2008 and 2005–2015 (since CRC’s last accreditation).

For writing (Developmental English), both composite scores of 1997–2008 and 2001–2007 were very low, with only 16.2 – 16.7% of the students achieving the desired success of 50% qualifying on their ASSET test to move to the next course based upon placement scores. We see a slight, but definite increase in the composite score to 21.6% covering the years since CRC’s last accreditation.

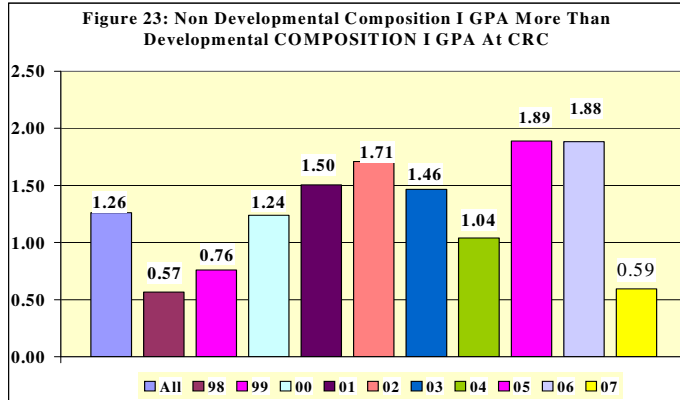
In reading, we see a much more consistent, but still lower than is desired 50%, composite average ranging from 24 to 29.7%.

It’s obvious this objective and outcome must be carefully examined to determine the reason it was not achieved. Although there has been a long term pattern, this is the first year this specific assessment was taken.

b. Less Than One Letter Grade More Than Non-Developmental Composition I Grade.

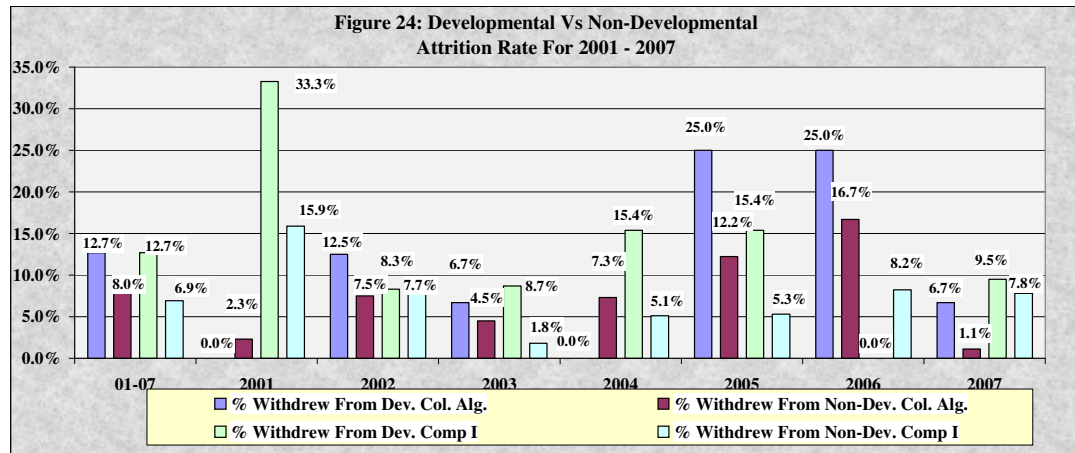
The objective was for students required to take a developmental English/Reading course to be able to make grades in Composition I that were within one letter grade of those who were not required to take any developmental courses.

Figure 23, to the right, indicates a roller coaster pattern. The desired “less than 1” letter grade was only achieved 3 of the 10 years with a composite score approximately 1¼ letter grades lower than students not taking developmental courses. A hopeful sign is to see 2007, the last year, well within the goal.



These results will have to be examined and strategies made to overcome these problems by all those involved, including the Developmental Committee, faculty, division chair and Vice President for Academic Affairs.

c. Attrition for Development Verses Non-Development



The objective was to have no more than a 50% increase in attrition for Composition I students taking developmental English/Reading courses than those in Composition I who were not required to take developmental courses.

Figure 24, above, reveals for the years of 2001 – 2007 the attrition rate for non-developmental Composition I students was 6.9% as compared to 12.7% for the developmental students. This is more than 50% or less increase in attrition. A 50% increase would be 10.35%, instead the 12.7% produces an increase of 84.1%. Even though this does not meet the desired goal, it is much better than the 136% reported in last planning report in 2006. One can see the years of 2006 and 2007 were much better.

d. Outcomes Summary

- Only 16.2 – 16.7% of those who take Developmental English (Writing) and 24 – 29.7% of those who take Developmental Reading had an exit ASSET score that would qualify them for the next course. These are only one-third to one-half of the objective we wished to obtain.
- The Composition I grade for those who are required to take developmental courses in English/Reading is 1.26 letter grades below those who were not required to take any developmental English/Reading courses. This amounts to just about 1¼ of a letter grade instead of our goal of less than one letter grade.
- The attrition rate for Composition I, covering 2001 – 2007, of those taking developmental English/Reading courses was 84.1% of an increase, which was much greater than our objective of 50% increase.

e. Actions & Changes to the Plan

Although there were problems reaching the objectives, the committee decided, given the improvement, not to make any changes in the current plan to assess Developmental English. The committee will examine carefully the finding this year and work the next two school years trying to find any appropriate changes for future years. Even though this report will be distributed throughout the campus, the committee will make special efforts to encourage the Developmental Committee as well as the English Department to look at these findings closely and to made any changes they deem as appropriate.

C. Mathematics

Students who pass a Developmental Mathematics course with a letter grade of “C” or more are deemed competent to take the next level of mathematics course. Therefore, those passing all required Developmental Mathematics courses with a letter grade of “C” or more will be deemed competent to take College Algebra.

At the end of any Developmental Mathematics course, all students take the appropriate Mathematics portion of the post-ASSET Test.

Below, you will find the ASSET test used for placement into the appropriate Developmental Mathematics course and the ASSET test used as a Post-Test to measure success.

Course	Placement (Pre-Test)	Post-Test
Developmental Mathematics	Elementary Algebra	Elementary Algebra
Beginning Algebra	Elementary Algebra	Elementary Algebra
Intermediate Algebra	Intermediate Algebra	Intermediate Algebra

1. Program objective: Students will be able to perform arithmetic and algebraic operations at a level required for success in College Algebra.

2. Evaluation process:

- At least 50% of the students who make a letter grade of “C” or greater in all required Developmental Math courses will meet or exceed the ASSET Placement Score required for placement into College Algebra.
- The collective course average in College Algebra for students completing all required developmental classes will be no less than one letter grade lower than the average of students not required to take developmental courses.
- The attrition rate in College Algebra for students completing all developmental requirements will be no greater than 50% more than for students not required to take developmental courses.

3. Outcomes of the Evaluation Process:**a. ASSET Score of 50% Qualifies**

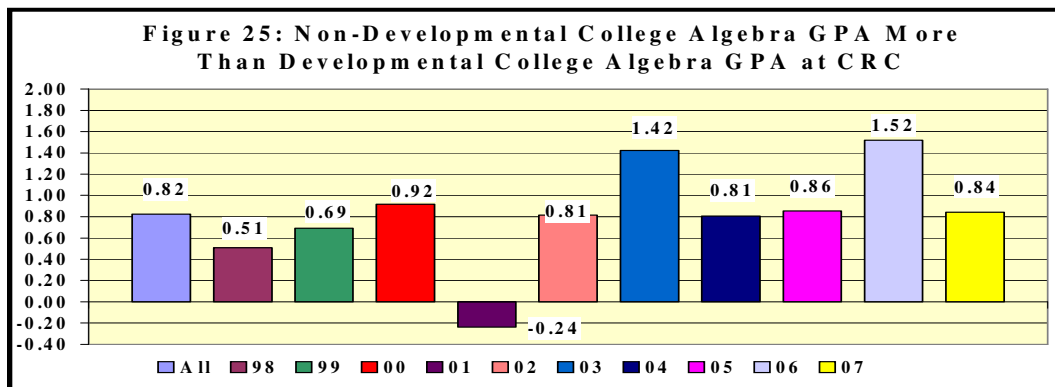
With few in each class, a true picture can only be seen by looking at composite scores over time. As seen in Figure 22 on page 22, Developmental Mathematics and Intermediate Algebra students exceeded the intended goal of 50% of the students who passed these courses with a grade of “C” or better had an exit ASSET test score which qualified them for the next course.

The Developmental Mathematics students ranged from 75 to 86.4% who qualified. Intermediate Algebra met the objective with a range of 52.9 – 64.8%. One concern for Intermediate Algebra would be the last 3 years which seemed to have a wider difference.

One the other hand, students in Beginning Algebra had a range of 27 – 34%. Only 1/2 to 1/3 of the Beginning Algebra students met the set objective.

It's obvious we must also look at this objective and outcome as it applies to Beginning Algebra to determine the reason(s) the objective was not achieved.

b. Less Than One Letter Grade More Than Non-Developmental College Algebra Grade.



The objective was for students required to take any Developmental Mathematics course to be able to make grades in College Algebra that were within one letter grade of those who were not required to take any developmental courses.

Figure 25, above, indicates a pattern of consistently meeting that objective. In ten years, only in the years of 2003 and 2006 was this objective not met.

The overall averaged since 1998 show students, on average, who take any Developmental Mathematics courses have only about .82 of a letter grade lower grade in College Algebra than the College Algebra students who were not required to take any developmental courses.

c. Attrition for Development Verses Non-Development

The objective was to have no more than a 50% increase in the attrition rate in College Algebra for those who were required to take Developmental Mathematics courses than those in College Algebra who were not required to take developmental courses.

Figure 24, on page 23, reveals for the years of 2001 – 2007 the attrition rate for non-developmental mathematics students was 8.0% as compared to 12.7% for the developmental students. This gives a 58.8% increase in attrition. The 50% increase over 8.0% would be 12.0%; therefore, CRC failed to reach the objective by 8.8% over the required 50%.

d. Outcomes Summary

- There were 75 – 86.4% of those who took Developmental Mathematics, and 56.6 – 64.8% of those who took Intermediate Algebra who had an exit ASSET score that would qualify them to move to the next course. (according to the Placement ASSET scores in Appendix A)
- There were only 27 – 34% of those who took Beginning Algebra who had an exit ASSET score that would qualify them to move to the next course, falling short of the objective by 16 – 23%.
- The College Algebra grade for those who are required to take developmental courses in Mathematics was .82 of a letter grade below those who were not required to take any Developmental Mathematics courses. This amounts to only about three-fourth of a letter grade below, which is much better than the objective.
- The attrition rate for 2001 – 2007 of those taking Developmental Mathematics courses was a little over (8.8%) the limit set by the objective, when it's compared to those who did not take developmental courses.

e. Actions & Changes to the Plan

The Mathematics Department and Developmental Committee will take a long look at the reasons behind the Beginning Algebra students not being able to obtain the ASSET score that would qualify them for the next course at an acceptable rate.

Other than that one area, the Developmental Mathematics did a good job of reaching its objects. The Committee has decided not to make any changes in the current plans to assess Developmental Mathematics. The committee will examine carefully the finding these next two years to find any appropriate changes for future years. Even though this report will be distributed throughout the campus, the committee will make special efforts to encourage the Developmental

Committee as well as the Mathematics Department to look at these findings closely and to make any changes they deem as appropriate.

D. SUMMARY: Developmental Program Outcomes

1. Percent of students who take a developmental course and an exit ASSET score qualifying them for the next course.

16.2 – 16.7% for Developmental English(Writing)	75 – 86.4% for Developmental Mathematics
24.0 – 29.7 % for Reading	27 – 34% for Beginning Algebra
	56.6 – 64.8% for Intermediate Algebra

2. Average GPA difference (where “1” is a letter grade difference) of those who took a developmental course and those who did not have to take a developmental course.

College Algebra .82	Composition I 1.26
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3. The percent increase of attrition rate, covering 2001 – 2007, of those taking developmental courses as compared to those who did not have to take a developmental course.

Composition I 84.1% increase	College Algebra 58.8% increase
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E. SUMMARY: Developmental Program Actions & Changes to the Plan

The Mathematics Department and Developmental Committee will take a long look at the reasons behind the Beginning Algebra students not being able to obtain the ASSET score that would qualify them for the next course at an acceptable rate.

VI. General Education Program

In the General Education Program students are given access to knowledge and thought processes needed to reach the four Student Learning Goals found in the college's mission statement. Therefore the General Education curriculum is specifically designed (See Appendix C) to meet a set of criteria that will allow the students to accomplish the student learning goals. Furthermore, it is necessary to be able to evaluate the effectiveness of the criteria. The four Student Learning Goals are at the core of the General Education. They are as follows:

A. Student Learning Goals

Goal 1:

To lead and encourage each student toward building a philosophy of life which is consistent with Christian ideals

Goal 2:

To develop skills in how to acquire, evaluate, and make use of knowledge; to prepare students for continued studies and/or careers; and to develop a basic desire for the pursuit of knowledge.

Goal 3:

To develop problem-solving skills, both as an individual and in cooperation with others

Goal 4:

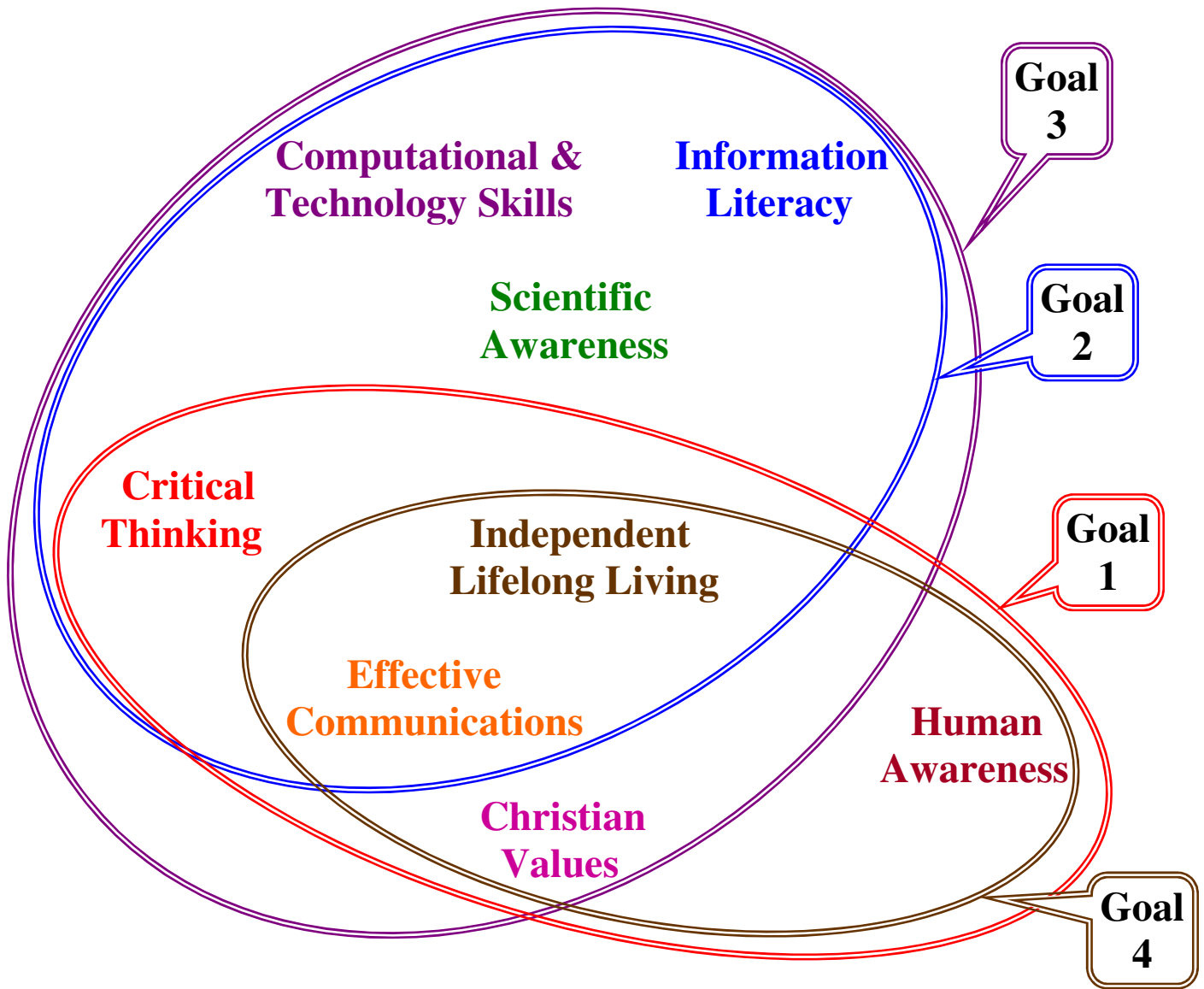
To incorporate the various experiences as a student at Crowley's Ridge College into a future of service to God and community

B. General Education Criteria

Eight general education criteria were selected upon which all General Education courses are designed. The following eight criteria were created to provide sufficient guidelines to reach the four Student Learning Goals. In fact, all eight contribute in some ways to each goal. Given below are the eight General Education Criteria and their definitions and on the next page you will find the General Education Criteria's relationship to the Student Learning Goals and a summary of the criteria's evaluation process.

<u>Critical Thinking:</u>	A cognitive activity that involves problem-solving, decision-making skills, critical reasoning and judgment, planned actions, and the creativity/inventiveness associated with the production of something new.
<u>Scientific Awareness:</u>	The understanding of principles and methodologies of science and their application.
<u>Human Awareness:</u>	The awareness of the nature, interdependencies, cultures, and values of individuals, and their relationship to communities of different dimensions.
<u>Computational and Technological Skills:</u>	The ability to use mathematical/scientific concepts and technological tools to solve problems, achieve goals, and make decisions.
<u>Effective Communication:</u>	The ability to use different forms of communication to share ideas effectively, solve problems, achieve goals, or make decisions both as an individual and as a member of a group.
<u>Information Literacy:</u>	The understanding and utilization of data and information acquisition, handling, communication, storage, and analysis using either traditional or technological tools.
<u>Christian Ideals:</u>	The knowledge of Biblical principles and their application to ethical and moral behavior in society.
<u>Independent Lifelong Learning:</u>	The cultivation of the skills and desire required to become an active pursuant in the quest for knowledge and its application to lifetime activities.

C. Goals - Criteria Assessment Tools



General Education Criteria

Student Learning Goals

Critical Thinking	1, 2, 3
Scientific Awareness	2, 3
Human Awareness	1, 4
Computational & Technology Skills	2, 3
Effective Communications	1, 2, 3, 4
Information Literacy	2, 3
Christian Values	1, 3, 4
Independent Lifelong Living	1, 2, 3, 4

D. Overview of Assessing Student Learning At CRC		
Refer to Appendix B to see the relationship between the Goals and Criterion.		
Student Learning	General Education Criterion	Criteria's Evaluation Process Summary
Goal 1: To lead and encourage each student toward building a philosophy of life which is consistent with Christian ideals	Critical Thinking	Critical Thinking CAAP average \geq 2-year national average. CAAP average has longitudinal stability. Course Level assessments in Math, English and Social Science.
	Human Awareness	Have \geq 75% approval rating on questions 52 & 53 on the Alumni Progress Survey and questions 38 & 39 on the Institutional Survey on diversity.
	Effective Communications	Writing CAAP average \geq 2-year national average. CAAP average has longitudinal stability. Grade \geq C in CMM 133; Have \geq 75% approval rating on questions 50 & 51 on the Alumni Progress Survey (APS). Course Level assessments in composition courses.
	Christian Values	Exit General Bible Knowledge Test (GBK) with \geq 10% increase over Entry GBK Test. Have \geq 75% approval rating on question 48 of the Alumni Progress Survey on behaviors.
	Lifelong Learning	Have \geq 75% approval rating on questions 43, 44, 45 of Alumni Progress Survey on learning; Have \geq 75% approval rating on question 47 of APS on church activities; Have \geq 50% approval rating on APS question 46 for civic activities.
Goal 2: To develop skills in how to acquire, evaluate, and make use of knowledge; to prepare students to transfer for advanced studies; and, to develop a basic desire for the pursuit of knowledge	Critical Thinking	Critical Thinking CAAP average \geq 2-year national average. CAAP average has longitudinal stability. Course Level assessments in Math, English and Social Science.
	Effective Communications	Writing CAAP average \geq 2-year national average. CAAP average has longitudinal stability. Grade \geq C in CMM 133; Have \geq 75% approval rating on questions 50 & 51 on the Alumni Progress Survey (APS). Course Level assessments in composition courses.
	Lifelong Learning	Have \geq 75% approval rating on questions 43, 44, 45 of Alumni Progress Survey on learning; Have \geq 75% approval rating on question 47 of APS on church activities; Have \geq 50% approval rating on APS question 46 for civic activities.
	Scientific Awareness	Scientific Awareness CAAP average \geq 2-year national average. CAAP average longitudinal stability. Course Level assessments in Biology and Physical Science.
	Computational/ Technol. Skills	Math CAAP \geq 2-year national average. CAAP average has longitudinal stability.
	Information Literacy	Have \geq 75% approval rating on questions 54 & 55 on the Alumni Progress Survey and questions 40 & 41 on the Institutional Survey on obtaining and utilizing information.
Goal 3: To develop problem-solving skills, both as an individual and in cooperation with others	Critical Thinking	Critical Thinking CAAP average \geq 2-year national average. CAAP average has longitudinal stability. Course Level assessments in Math, English and Social Science.
	Effective Communications	Writing CAAP average \geq 2-year national average. CAAP average has longitudinal stability. Grade \geq C in CMM 133; Have \geq 75% approval rating on questions 50 & 51 on the Alumni Progress Survey (APS). Course Level assessments in composition courses.
	Christian Values	Exit General Bible Knowledge Test (GBK) with \geq 10% increase over Entry GBK Test. Have \geq 75% approval rating on question 48 of the Alumni Progress Survey on behaviors.
	Lifelong Learning	Have \geq 75% approval rating on questions 43, 44, 45 of Alumni Progress Survey on learning; Have \geq 75% approval rating on question 47 of APS on church activities; Have \geq 50% approval rating on APS question 46 for civic activities.
	Scientific Awareness	Scientific Awareness CAAP average \geq 2-year national average. CAAP average longitudinal stability. Course Level assessments in Biology and Physical Science.
	Computational/ Technol. Skills	Math CAAP \geq 2-year national average. CAAP average has longitudinal stability.
Goal 4: To incorporate the various experiences as a student at Crowley's Ridge College into a future of service to God and community	Human Awareness	Have \geq 75% approval rating on questions 52 & 53 on the Alumni Progress Survey and questions 38 & 39 on the Institutional Survey on diversity.
	Effective Communications	Writing CAAP average \geq 2-year national average. CAAP average has longitudinal stability. Grade \geq C in CMM 133; Have \geq 75% approval rating on questions 50 & 51 on the Alumni Progress Survey (APS). Course Level assessments in composition courses.
	Christian Values	Exit General Bible Knowledge Test (GBK) with \geq 10% increase over Entry GBK Test. Have \geq 75% approval rating on question 48 of the Alumni Progress Survey on behaviors.
	Lifelong Learning	Have \geq 75% approval rating on questions 43, 44, 45 of Alumni Progress Survey on learning; Have \geq 75% approval rating on question 47 of APS on church activities; Have \geq 50% approval rating on APS question 46 for civic activities.

E. General Education Criteria Evaluation Process in Detail

1. Critical Thinking

Description: A cognitive activity that involves problem-solving, decision making skills, critical reasoning and judgment, planned actions, and the creativity/inventiveness associated with the production of something new.

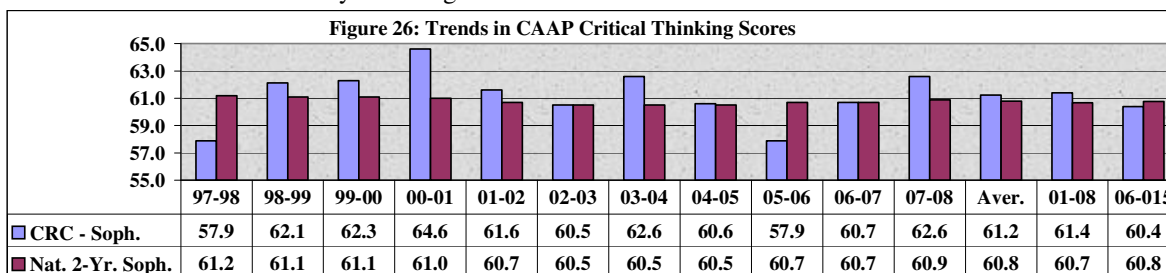
Objective: Students will demonstrate critical thinking skills appropriate for a student graduating from a two year college.

Evaluation:

- The average score in Critical Thinking for CRC qualified¹ students taking the CAAP test will equal or exceed the National 2-Year College average.
- The CAAP average over time will show longitudinal stability².
- Course Level Assessments such as:
 - Pre-Test and Post-Test in College Algebra
 - Subjective evaluations of essays.
 - Social Science courses level assessments.

Outcomes of the Evaluation Process:

- According to Fig. 20a – 20f on page 20, CRC students who took the CAAP test the last 6 years scored as high, or higher, than the national 2-year average every year except one. CAAP results for the year 2005–2006 fell in all areas with an unexplainable reason at this point, but rebounded back to their traditional pattern the last two years. Two years CRC scored the same as the national average; the other three years the differences were .1, 2.1 and 1.7 above the national average. This was also true for the composite of scores covering 1998–2008 seen in Fig. 21a on page 21 (and Fig. 26 below), where CRC students scored 61.1 which was .3 better than the national 2-year colleges.



- After removing the 2 years of 97–98 and 2005–2006, from 1998 to 2008 CRC students weaved above and below a relatively stable line of 61.9, well above the national average of 60.7. Even when these years are included the composite averages is .4 above since 1998 and .7 above since 2001 above the national average. This gives strong evidence of longitudinal stability.
- Course level assessments are found in Section VIII of Assessment of Student Learning. It's more of an indirect method of assessing Critical Thinking. Whereas the CAAP test results are a direct approach to assessing it.

Outcomes Summary:

- On the CAAP, CRC students consistently score above the national 2-year college average in Critical Thinking.
- The CAAP average over time shows longitudinal stability.

Actions & Changes to the Plan

The only change to the plan of assessment Critical Thinking is to encourage more of the core courses to do course level evaluations. A mini program was presented to the faculty and adjuncts in a faculty meeting on this topic to bring it to their awareness.

¹ A qualified student is one who has completed at least 31 hours of the General Education Core and has at least 45 hours of college work.

² Longitudinal stability is being defined in such a way as to have no statistical outliers, that is, extreme highs or lows.

2. Scientific Awareness

Description: The understanding of principles and methodologies of science and their application.

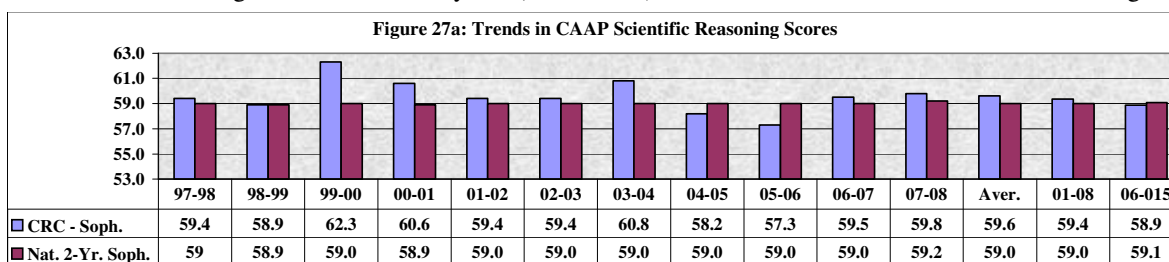
Objective: Students will demonstrate Scientific Awareness appropriate for a student graduating from a two-year college.

Evaluation:

- The average score in Scientific Awareness for CRC qualified³ students taking the CAAP test will equal or exceed the National 2-Year College average.
- The CAAP average over time will show longitudinal stability⁴.
- Course Level Assessments in Biological and Physical Science courses.

Outcomes of the Evaluation Process:

- According to Figures 20a – 20f found on page 20, the CRC students who took the CAAP the Scientific Reasoning scores were above the national 2-year average four of the six years and below in 2004–2005 by only .8 of a point. CAAP results for the year 2005–2006 fell in all areas with an unexplainable reason at this point, but rebounded back to their traditional pattern the last two years. The four years CRC scored above the national average the differences were .4, 1.8, .5 and .6 points above the national average. It should be noted major variations occur when few numbers take any test. As seen in Figure 21a, on page 21 (and Fig. 27a below), the average of the last eleven years (1998–2008) is 59.6, which is .6 above the national average.



- With few exceptions, CRC students hovered around a relatively stable line just above the score of 59.6, which is the national average. This would show longitudinal stability, although we would like the stability to be a little higher.
- At this time there are no course level assessments that would affect Scientific Reasoning, other than the College Algebra course level assessments that can be seen in section VII of the Assessments of Student Learning.

Outcomes Summary:

- On the CAAP CRC students consistently score above the national 2-year college average in Scientific Reasoning with only two years below the national average since 1998.
- The CAAP average over time shows longitudinal stability.

Actions & Changes to the Plan

The only change to the plan of assessment Scientific Reasoning is to encourage more science courses to do course level evaluations.

3. Human Awareness

Description: The awareness of the nature, interdependencies, cultures, and values of individuals, and their relationship to communities of different dimensions.

Objective: Students will demonstrate Human Awareness appropriate for a student graduating from a two year college.

Evaluation:

There are no evaluations of this criterion since no assessment tools were set up during this plan. There will be results in the next issue of the planning report in 2010 and in the 2009 update report.

Actions & Changes to the Plan

There will be two questions added to both the Alumni Progress Survey and also to the Institutional Survey to evaluate this criterion. For each questions there will be an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on the questions asked on each survey. The questions numbers are not available at this time.

³ Op.cit Footnote 2 above

⁴ Op.cit Footnote 3 above

4. Computational and Technological Skills

Description: The ability to use mathematical/scientific concepts and technological tools to solve problems, achieve goals, and make decisions

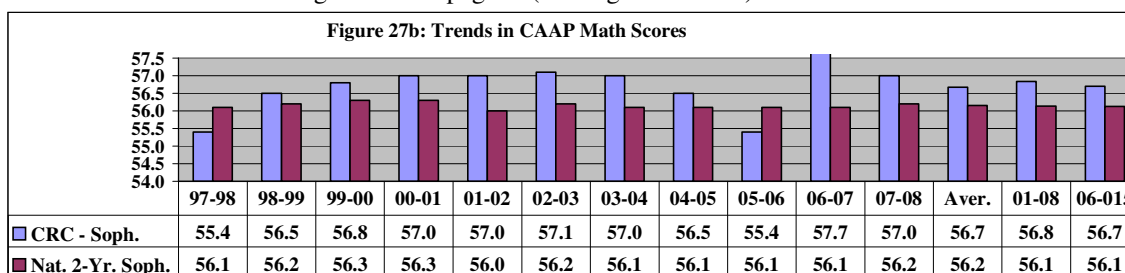
Objective: Students will demonstrate Computational and Technological Skills appropriate for a student graduating from a two-year college.

Evaluation:

- The average score in mathematics for qualified⁵ CRC students taking the CAAP test will equal or exceed the national 2-Year College average.
- The CAAP average over time will show longitudinal stability.

Outcomes of the Evaluation Process:

- According to Figures 20a – 20f found on page 20, the CRC students who took the CAAP test in mathematics the last six years scored higher than the national 2-year college average every year except the year 2005–2006 that has already been mentioned as a year that's inconsistent with CRC's pattern. CRC students scored higher than the national average in these five years with scores .9, .9, .4, 1.6 and .5 higher than the average. The average of the last eleven years is 56.7, which is .5 above the national average. The composite of scores covering 1998–2008 is in Figure 21a on page 21 (and Fig. 27b below).



- After removing the years 1997–1998 and 2005–2006, from 1998 to 2008 CRC students stayed between 56.5 and 57.7. These are all above the national average, thus producing longitudinal stability. The exception to longitudinal stability would be that CRC seemed to stay above that line and then come back to it and level off again, with the year 2006–2007 having an exceptional score of 57.7.
- Course level assessments for College Algebra are found section VII of the Assessments of Student Learning. Again Course Level Assessments in this situation are indirect measures.

Outcomes Summary:

- On the CAAP CRC students consistently score above the national 2-year college average in Mathematics every year since 1999 exception the odd year of 2005 – 2006.
- The CAAP average over time shows longitudinal stability.

Actions & Changes to the Plan

Every effort is being made to insure every student who graduates from CRC is proficient in computers. A student must prove his proficiency either by having a "C" in an acceptable high school course in computers, pass CRC's computer proficiency exam or pass CIS 113 with a grade of "C" or greater.

5. Effective Communication

Description: The ability to use different forms of communication to share ideas effectively, to solve problems, achieve goals, or make decisions both as an individual and as a member of a group.

Objective: Students will demonstrate effective communication skills in both verbal and written form appropriate for a student graduating from a two-year college.

Evaluation:

- The average score in writing for qualified⁶ CRC students taking the CAAP test will equal or exceed the National 2-Year College average.
- The CAAP average over time will show longitudinal stability.

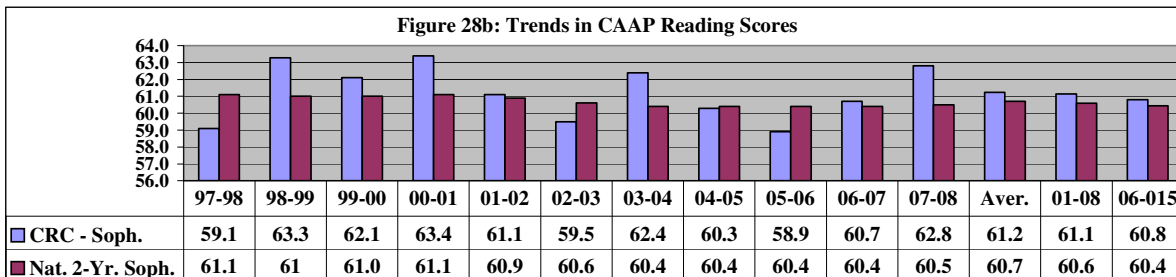
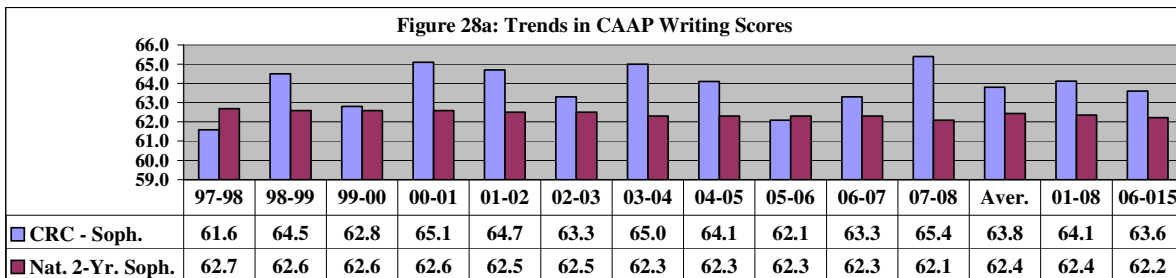
⁵ Ibid.

⁶ Ibid.

- c. 75% of the students taking “Introduction to Human Communication” will receive a grade of “C” or above in the course.
- d. There will be an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on the verbal and written communications questions on the “Alumni Progress Survey”
- e. Course Level Assessments in Composition Courses.

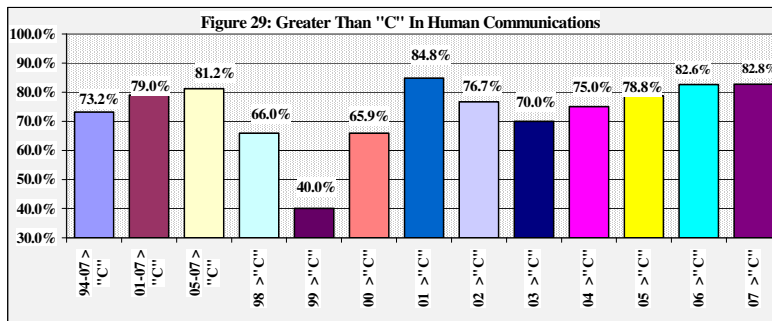
Outcomes of the Evaluation Process:

- a. According to Figures 20a – 20f found on page 20, the CRC students who took the CAAP test in writing the last six years scored higher than the national 2-year college average every year except the year 2005–2006 that has already been mentioned as a year that’s inconsistent with CRC’s pattern. CRC students scored higher than the national average in these five years with scores .8, 2.7, 1.8, 1.0 and 3.3 higher than the average. The average of the last eleven years is 63.8, which is 1.4 above the national average. The composite of scores covering 1998–2008 is in Figure 21a on page 21 (and Fig. 28a below).
- b. According to Figures 20a – 20f found on page 20, the CRC students who took the CAAP test in reading the last six years only scored higher than the national 2-year college average for three years and were virtually the same but below the national average by .1 of a point another year. Again, if we take the year 2005–2006 out of the picture, then the other year CRC students scored below the national average by 1.1. Even with the numbers not as good as in the other areas, the average over the last eleven years is 61.2, which is .5 above the national average. The composite of scores covering 1998–2008 is in Figure 21a on page 21 (and Fig. 28b below).



- c. For both Writing and Reading scores over the years from 1998 to 2007, longitudinal stability may not be the right word; harmonic stability might better describe the pattern seen. For the writing scores, there is a wave of rises and falls of the scores, yet stable in the sense that the wave’s axis is relatively stable with a line just below 64, well above the national average. A similar pattern for the reading scores were just above the line of 61, still above the national average.

- d. Another objective was to have at least 75% of the students Intro. to Human Communication course to receive a grade of “C” or better. Figure 29 to the right tells us the 75% was met for 6 of the last 7 years,



giving an average for 2001 – 2007 of 79.0%. The figure also shows the 75% was only met 4 of the last 10 years but only 6 years of the last 12 years. This gives an average of 73.2% (just below are objective) for the years of 1994 – 2005. The latest pattern appears to be good.

- e. The 2007 Alumni Progress Survey, see figure 30 below, reveals there was an 81.9% approval rating for the written communication question # 50. It also reveals there was a 86.9% approval rating for the verbal communication question # 51. This exceeds the objective of 75% for both.

f. Course Level Assessments

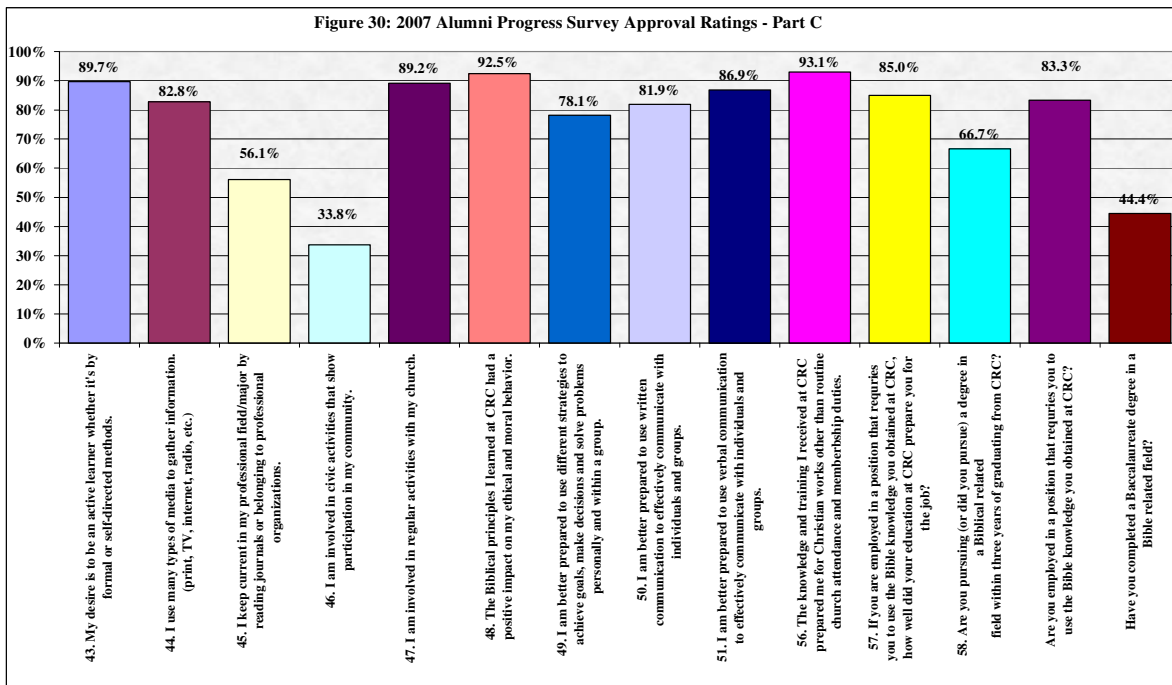
- The Course Level Assessments are an indirect measure of Effective Communication and are kept by the faculty who teach the composition and communication courses.
- Their form of Course Level Assessment is to keep on record samples of writings at the beginning of the course as well as samples at the end of the course.

Outcomes Summary:

- a. On the CAAP, CRC students consistently score at or above the national 2-year college average in writing all years except the year 2005–2006 since 1999. The average of the last five years is 1.2 higher than the national average for the same time.
- b. Students who took the CAAP test in reading the last five years only scored higher than the national 2-year college average for two years and below the national average by .1 and 1.1 other than the year 2005–2006. The average over the last eleven years is 61.1, which is .4 above the national average.
- c. The CAAP average over time has been of somewhat harmonic stability, but since 2003 there has developed a more rising longitudinal stability.
- d. Grades in Human Communication have reached the desired objective 6 of the last 7 years, with an average since 2001 of 79% which is 4% above the 75% acceptable value. .
- e. The 86.9% & 81.9% approval rating from the Alumni Progress Survey concerning verbal & written communication, respectively, far exceeds the desire objective of 75% for both.

Actions & Changes to the Plan

- a. Attention will be given to the Human Communication objective since one year of the last 7 was well below the desired objective.
- b. Those teaching Human Communication and other core courses that would contribute toward Effective Communication will be highly encouraged to show course level assessments.



6. Information Literacy

Description: The understanding and utilization of data and information acquisition, handling, communication, storage, and analysis using either traditional or technological tools.

Objective: Students will demonstrate Information Literacy appropriate for a student graduating from a two-year college.

Evaluation:

There are no evaluations of this criterion since no assessment tools were set up during this plan. There will be results in the next issue of the planning report in 2010 and in the 2009 update report.

Actions & Changes to the Plan

There will be two questions added to both the Alumni Progress Survey and also to the Institutional Survey to evaluate this criterion. For each question there will be an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on the questions asked on each survey. The questions numbers are not available at this time.

7. Christian Ideals

Description: The knowledge of Biblical principles and their application to ethical and moral behavior in society

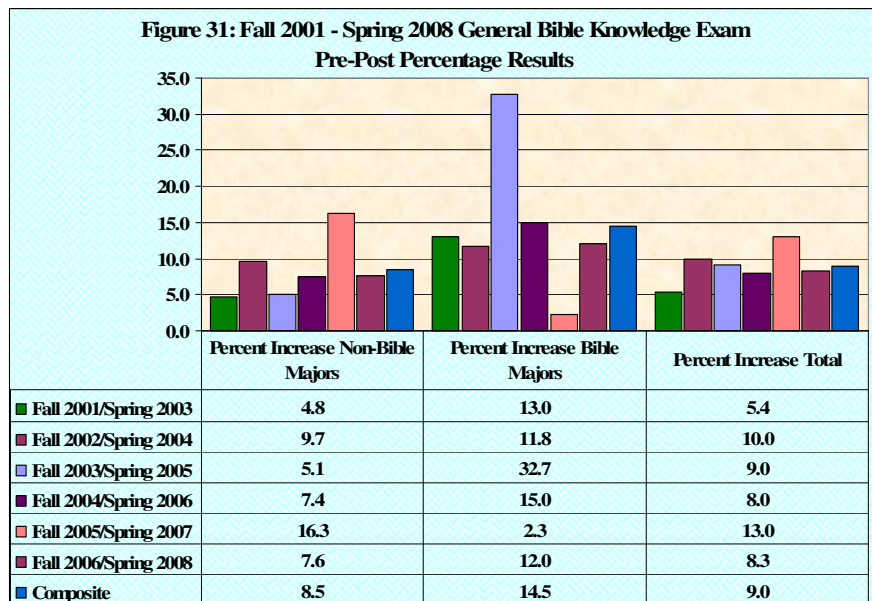
Objective: Students will demonstrate the knowledge of the Bible appropriate for a student graduating from a two-year Christian college.

Evaluation:

- a. Qualified⁷ CRC students will have a 10% (one letter grade equivalent) increase in score on their exit score as a sophomore over their entry score as a freshman on the General Bible Knowledge Test⁸.
- b. According to the related question, at least 75% of the alumni responding to the Alumni Survey believed CRC had a positive impact on their ethical and moral behavior.
- c. Other evaluation tools are being considered for the future to assess this criterion.

Outcomes of the Evaluation Process:

- a. In Figure 31, at right, we see CRC students meet the 10% objective 2 of the 6 years. The range was 5.4% to 13.0% with the composite average of 9.0%. If 01-03 is removed, the composite is 9.7%, very close to the 10% desired.
- b. 89.5% of the alumni said



- their CRC experience had a positive impact on their ethical and moral behavior; this is far above the desired goal of 75%.
- c. At present no other assessment tools have been developed to use.

Outcomes Summary:

- a. CRC students consistently did not meet the objective of having a 10% increase in the post-test over the pre-test with only one year meeting the objective.
- b. 89.5% of the alumni believed CRC had a positive impact upon their ethical and moral behavior.

Actions & Changes to the Plan

During the next two years the IRA Committee will also make a concentrated effort to develop additional assessment tools to assess this criterion.

⁷ This qualified student is a Non-Bible Major who has completed at least 31 hours of the General Education Core and has at least 45 hours of college work.

⁸ The General Bible Knowledge Test is a locally constructed test by the Bible Department.

8. Independent Lifelong Learning

Description: The cultivation of the skills and desire required to become an active pursuant in the quest for knowledge and its application to lifetime activities

Objective: Alumni will report significant participation in church and civic activities.

Evaluation:

- a. We will have at least a 75% approval rating on the “Alumni Progress Survey” question concerning remaining an active learner, whether it's by formal or self-directed methods.
- b. We will have at least a 75% approval rating on the “Alumni Progress Survey” question concerning the use of many types to media to gather information and the question that relate to professional journals and organizations.
- c. We will have at least a 75% approval rating on the “Alumni Progress Survey” question concerning participating regularly in activities with my church.
- d. We will have at least a 50% approval rating on the “Alumni Progress Survey” question concerning staying involved in civic activities that show participation in the community.

Outcomes of the Evaluation Process:

- a. Figure 30 on page 34 of this planning report reveals the following results:
 - Question # 43 shows 89.7% of the alumni remained an active learner which was 14.7% higher than the goal of 75%.
 - Question # 44 & # 45 show 82.8% used many types of media to gather information, again 7.8 % higher than the goal of 75%.
 - On the other hand, question # 44 reveals only 56.1% kept current with their professional journals and organizations; this is 18.9% less than the projected goal.
 - Question # 47 tells us 89.2% of the alumni stayed regularly involved in church activities, 14.2% greater than the projected goal of 75%
 - When it comes to involvement in civic activities, the results of the last survey showed only a 16.9% approval rating. The committee felt the wording of the question contributed to the low approval rating. In this survey, the question was reworded to make it clearer. The new question produced a better result of 33.8% approval rating. This is still 16.2% less than the set goal. This area will be researched more over the next two years.

Outcomes Summary:

- a. 89.7% of the alumni remained an active learner.
- b. 82.8% used many types of media to gather information.
- c. 56.1% kept current with their professional journals and organizations.
- d. 89.2% of the alumni stayed regularly involved in church activities.
- e. 33.8% of the alumni were involved in civic activities.

Actions & Changes to the Plan

More research will be done examine the reasons for the low results of both the civic involvement question and keeping current with professional journals and organizations.

F. SUMMARY: General Education Program Outcomes

General Education Program Outcomes					
This chart indicate which criteria was met or not. Shaded areas don't apply.					
	CAAP National 2-Yr. Average	CAAP Stability	Human Commun. Course	General Bible Knowledge	Alumni Questions
Critical Thinking	Met	Met			
Scientific Awareness	Met	Met			
Human Awareness					
Computational and Technological Skills	Met	Met			
Effective Communication	Written - Met Verbal - Not Met	Both Met	Met		Both Met
Information Literacy					
Christian Ideals				Not Met	Met
Independent Lifelong Learning					3 - Met 2 - Not Met

G. SUMMARY: General Education Program Actions & Changes to the Plan**1. Critical Thinking**

Encourage more of the core courses to do course level evaluations concerning “Critical Thinking”.

2. Scientific Awareness:

No Change

3. Human Awareness:

There will be two questions added to both the Alumni Progress Survey and also to the Institutional Survey to evaluate this criterion. For each questions, there will be an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on the questions asked on each survey. The questions numbers are not available at this time.

4. Computational and Technological Skills:

Research additional direct measurement tools.

5. Effective Communications.

a. Attention will be given to the Human Communication objective since one year of the last 7 was well below the desired objective.

b. Those teaching Human Communication and other core courses that would contribute toward Effective Communication will be highly encouraged to show course level assessments.

6. Information Literacy:

There will be two questions added to both the Alumni Progress Survey and also to the Institutional Survey to evaluate this criterion. For each question, there will be an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on the questions asked on each survey. The questions numbers are not available at this time.

7. Christian Ideals

No Change

8. Independent Lifelong Learning

No Change

VII. Bible Program

The Bible program serves two groups of students. It offers a set of courses required of all students. This is the Bible component in General Education. The other group is the Bible majors. Therefore two assessments are made, one for each group of students served by the program.

- **Bible Program for General Education:** This part of the Bible program is currently assessed as part of the General Education assessment of student learning. See “Christian Ideals” Section in the previous section E. 7. for details.
- **Bible Program for Bible Majors:** This is the group we will concentrate on in this section. Three outcomes based upon elements of the college mission statement were devised for students completing an academic degree in Bible. There will be changes made over the next couple of years as the B.A. degree is developed. It has been decided to use a pre-post test of Bible Knowledge to be used as an assessment tool at the program level. This test will be developed by CRC’s faculty in collaboration with other schools offering similar degrees. The focus is upon the following:

**Biblical Knowledge
Christian Service Activities
Baccalaureate in a Bible-Related Field
In-House Bible Knowledge Test for the B.A. Degree (No Results in this report.)**

A. Bible Knowledge for Employment for Bible Majors

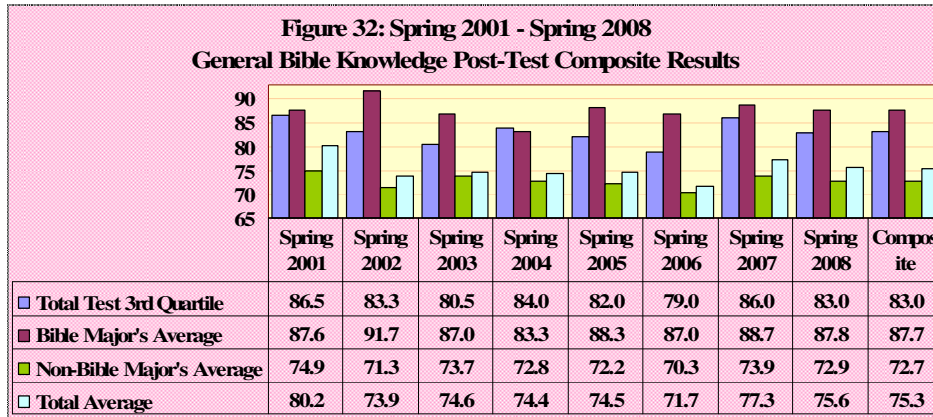
Objective: Students completing the degree will have the essential Biblical knowledge required for employment in Christian-related occupations.

Evaluation:

1. The average score on the General Bible Knowledge Test for students completing this degree will be in the top quartile for the total student population sitting for the test.
2. Follow-up surveys directed to Christian service-employers of program graduates concerning Bible-knowledge will indicate at least an 80% overall approval rating.

Outcomes of the Evaluation Process:

1. According to Figure 32 below Bible Majors at CRC consistently score in the 4th Quartile (top ¼) (above 3rd Quartile) of the total student population. The year 2004 was the only exception. It should be noted the next four years the Bible Majors were back on track. Also note, the composite column reveals overall the Bible Majors score 5.7% higher than the 3rd Quartile.



2. There are not results at this time from these surveys.

Outcomes Summary:

1. Bible Majors scores were in the 4th Quartile seven (top ¼) of the eight years. Also, their composite average was 5.7% above the 3rd Quartile.
2. There are not results at this time from these surveys.

Actions & Changes to the Plan

1. The IRA Committee doesn’t believe there is concern for the one year the Bible Majors fell below the 3rd Quartile, given the good results before and after that year.
2. Due to the beginning of the baccalaureate degree in Biblical Studies, the follow-up surveys are being adapted and evaluated.

B. Christian Service Skills for Bible Majors

Objective: Graduates of the program will have the skills needed for Christian service activities such as preaching, teaching, and missions.

Evaluation:

1. Eighty (80) percent of the graduates surveyed at least three years beyond program completion will report that the knowledge and training gained at CRC prepared them for Christian works other than routine church attendance.
2. No less than 50% of the sophomores in the program will be currently employed or involved in Christian works using knowledge and training gained at CRC as determined by portfolio documentation maintained by the program director.

Outcomes of the Evaluation Process:

1. The 93.1% who indicated the knowledge and training obtained at CRC prepared them for Christian works exceeds the objective of 80%.
2. Data for students still in the program are available for 1999 – 2008. For the years 1999 – 2003 a total of 8 out of 16 students (50%) were employed. For the years of 2004 – 2008 a total of 12 out of 17 students (70.6%) were employed. That makes a composite from 1999 – 2008 to be 20 out of 33 students (60.6%) were employed. The objective of 50% was met for the years through 2003 and was exceeded by 20.6% for the years 2004 – 2008.

Outcomes Summary:

1. The value of knowledge & training at CRC approval of 93.1%, is far above the objective.
2. The 70.6% of the sophomore being employed for the years 2004 – 2008. Exceeding the 50% objective.

Actions & Changes to the Plan

According to the Alumni Progress Survey, 75% of the students graduating from this program indicate they are employed or involved in a position that requires the use of Bible knowledge obtained at CRC.

C. Seeking Baccalaureate Bible Degree for Bible Majors

Objective: A majority of the students completing this degree, excluding double majors, will complete a Baccalaureate in a Bible-related field.

Evaluation:

1. Fifty (50) percent or more of the graduates of the Bible program, who graduated at least three years ago and who respond to a survey will have completed a Baccalaureate degree in a Bible-related field.
2. Sixty (60) percent of the students graduating in the last three years and responding to a survey will have completed or be actively pursuing a Baccalaureate degree in a Bible-related field.

Outcomes of the Evaluation Process:

1. Only 44.4% of the Bible Alumni had completed a Baccalaureate degree, this is 6.6% less than the objective. See figure 30 on page 34 of this report.
2. On the other hand, according to figure 30 on page 34 of this report, 66.7% of the Bible Alumni either had completed the Baccalaureate degree or were actively pursuing one in a Bible-related field. This is 6.7 % above the set goal of 60%.

Outcomes Summary:

1. There were 44.4% (less than the objective) of the Bible majors who had earned a Baccalaureate degree and 66.7% who had earned or were still pursuing a degree in a Bible-related field.
2. Even though the Bible Baccalaureate degree percentages may not be as high as we might like, it is very encouraging to note according to Figure 30 on page 34 of this report that 83.3% of the alumni are working in a position that requires the use of Bible knowledge learned at CRC.

Actions & Changes to the Plan

We will make some changes in this objective after CRC's B.A. in Biblical Studies students have graduated and more of these students continue at CRC for the Baccalaureate degree in this field.

D. SUMMARY: Bible Program Outcomes

1. Bible Majors scores in the 4th Quartile 7 (top ¼) of the 8 years for which we have information. Also, their composite average was 5.1% above the 3rd Quartile.
2. The approval rating of 93.1% for the value of knowledge & training at CRC is far above the objective.
3. The objective of 50% employed was exceeded for the years 2004 – 2008 with 70.6% employed.
4. There were 44.4% (less than the objective) of the Bible majors who had earned a Baccalaureate degree and 66.7% who had earned or were still pursuing a degree in a Bible-related field.

VIII. Business Administration B.S. Degree

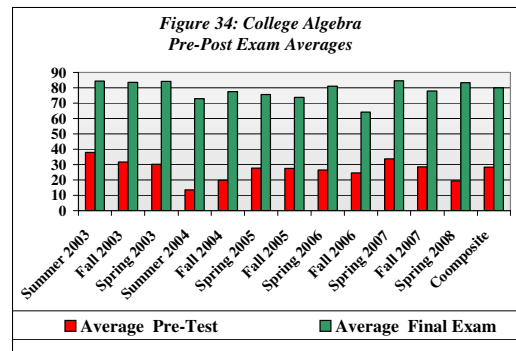
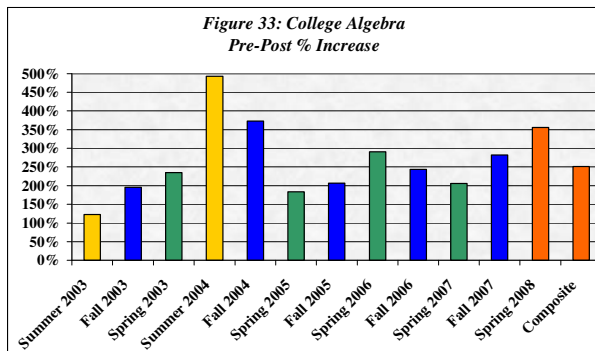
As students progress through the B.S. degree in Business Administration, a system of assessments for that degree will be developed. It has been decided the MFAT (Major Field Assessment Test in Business) will be used as the primary assessment tool for this degree. The MFAT has been developed by Educational Testing Service.

IX. Course Level Assessments

In this section of the Assessment of Student Learning you will find the available direct measures of assessment that are being used at CRC at the "Course Level". You will find some brief explanations, but for the most part the charts and tables will speak for themselves.

- a. The increased percent represents the increased percentage the student made on the final exam over the percent the student made on the pre-test, which was an alternate version of the final exam itself.
- b. All "Composite" results are obtained by multiplying the number of students, times the average per semester and adding the total and then dividing by the total number of students.

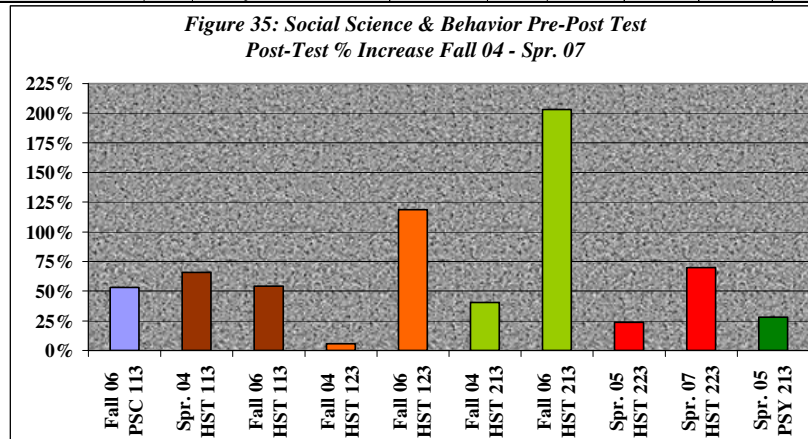
A. College Algebra - Leach



B. Social Science and Human Behavior

- * Post Test was given as part of the final exam. ** Post Test was not given as part of the final exam.
- *** Post test will not be given until the last week of the semester.

Course	Description	# of Students	Points	Pre-Test	Post-test	Post-test Increase Over Pre-Test	Post-Test % Increase Over Pre-Test
Spr. 04 PSC 113	* Am. Natl. Gov.	14	34	3.21	25.43	22.22	692%
Fall 06 PSC 113	** Am. Natl. Gov.	13	44	15.6	23.5	7.9	53%
Spr. 04 HST 113	* U.S. to 1876	10	25	12	19.9	7.9	66%
Fall 06 HST 113	** U.S. to 1876	4	17	9.5	14.5	5	54%
Fall 04 HST 123	** U.S. Since 1876	8	20	4.5	4.75	0.25	6%
Fall 06 HST 123	** U.S. Since 1876	7	20	6.1	12.7	6.6	119%
Fall 04 HST 213	** W.Civ. To 1500	19	19	2.47	3.47	1	40%
Fall 06 HST 213	** W.Civ. To 1500	17	19	2.9	7.4	4.5	203%
Spr. 05 HST 223	** W.Civ. Since 1500	15	18	3.67	4.53	0.87	24%
Spr. 07 HST 223	** W.Civ. Since 1500	23	21	10.22	15.26	5.23	70%
Spr. 05 PSY 213	*** Psy-Human Dev.	5	32	58.1	74.4	16.30	28%



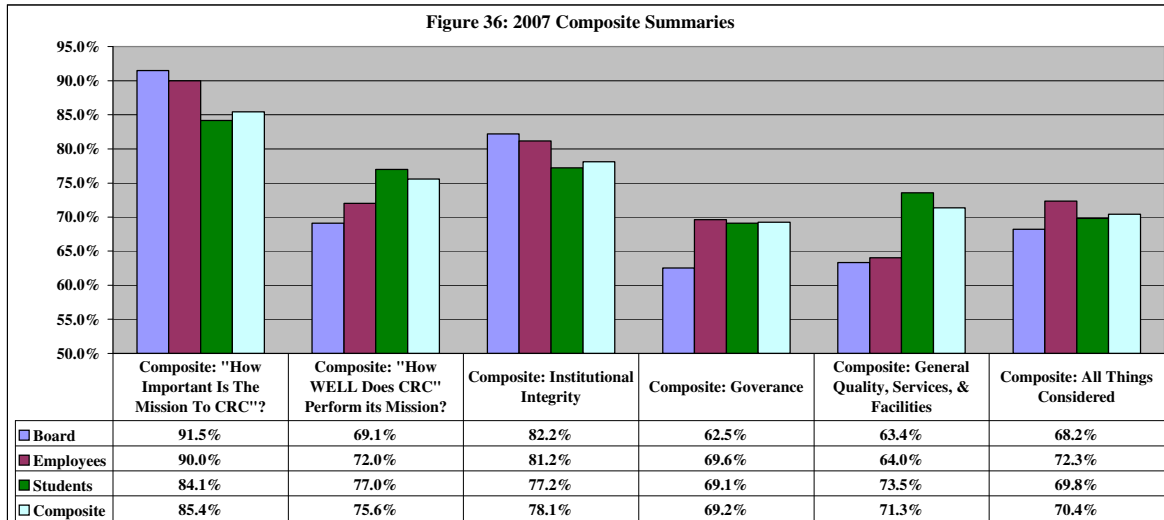
Institutional Research

There will be an overlap of those items involved Assessing Student Learning and the items found in evaluating Institutional Research. Many of those found Institutional Research will be further support of the Student Learning Goals and the General Education criteria, but they will also include many other items that tell us whether or not we are going a good job as a college. Remember Joe Saupe’s quote earlier that said, “Institutional research is research conducted within an institution of higher education in order to provide information which supports institutional planning, policy formulation and decision making.”

I. Institutional Survey

A. Approval Ratings

Below you will find approval rating goals for each of the sections of this survey divided into categories:



B. Changes to the Survey

1. The following questions have been added to the Institutional Survey as an assessment tool for Human Awareness.
 - a. “CRC increases its student’s awareness and appreciation of people who come from diverse cultural, racial and economic backgrounds.”
 - b. “CRC increases its student’s awareness and appreciation of people with varying physical or mental abilities. “
2. The following questions have been added to the Institutional Survey as an assessment tool for Information Literacy.
 - a. “CRC increases its student’s understanding of and skills in using technologies to obtain and utilize information.”
 - b. “CRC increases its student’s understanding of and skills in using traditional media.”

II. Alumni Progress Survey

A. Transfer Program

The transfer program clearly supports Student Learning Goal 2 “To develop skills in how to acquire, evaluate, and make use of knowledge; to prepare students to transfer for advanced studies; and, to develop a basic desire for the pursuit of knowledge.” The courses and degrees offered at CRC are designed to prepare students who are planning to transfer to a 4-year college or university to pursue a baccalaureate degree. Two outcomes for evaluating transfer education at CRC have been established. They are as follows along with how they are assessed.

1. How CRC Courses Transfer

Objective: Transferring students will find courses taken at CRC are accepted as prerequisites for courses at four-year institutions.

Evaluation: CRC students transferring to four-year institutions within the last five years and responding to a survey will report that at least 90% of all courses completed at CRC with a C grade or better were accepted as prerequisites for courses at the target schools.

Outcomes of the Evaluation Process:

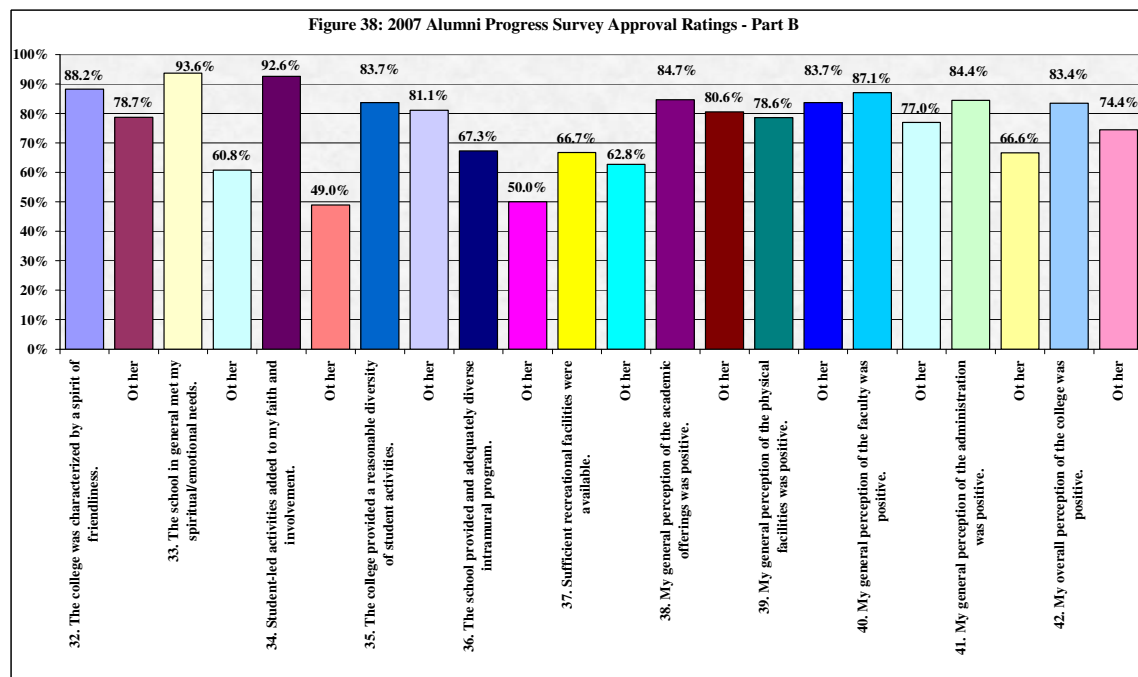
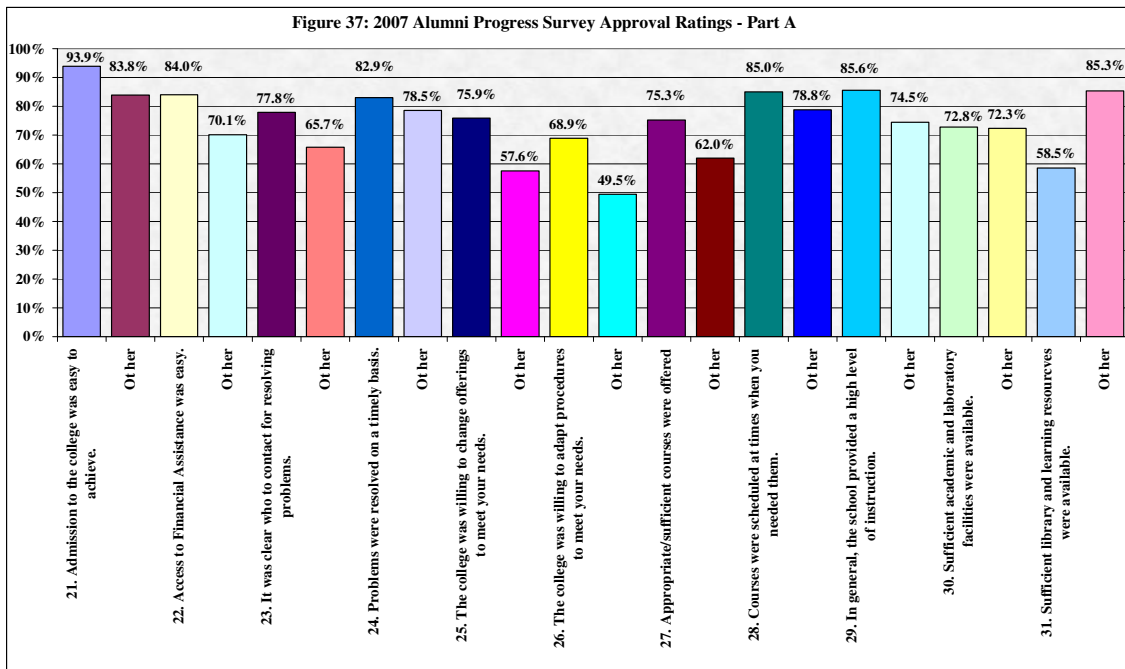
According to Table 2 on the next page, 90.2% of the courses taken at CRC transferred to other colleges were accepted. Our records indicate some of these had a grade “D” but others we do not have know whether their grade was a “D” or if there was another reason for the lack of acceptance. But, the goal of 90% was met.

Outcomes Summary:

90.2% of the courses taken at CRC were transferred to and accepted at four-year schools.

Actions & Changes to the Plan

Consideration is going to be made as to a better way of maintaining data on this criterion.



2007 Alumni Progress Survey
Table 1 "Degree/GPA Summary"

Count	107
Earned Degree	49.5%
Average "GPA" of those who completed bachelor's degree	3.49
Pursuing Degree	24.3%
Average "GPA" of those "Pursuing" a Degrees	3.38
Pursuing/Earned Degrees	73.8%
Quite Degree Work	19.6%
Average "GPA" of those who quite degree work	3.63
No Post CRC Work	10.3%
Average "GPA" of those who had no post CRC degree work	2.97
Unknown if "Quit" degree work	4.7%
Average "GPA" of Unknown if "Quit" degree work after starting	3.15
Average Unconditional Admissions	80.3%
Responding that graduated less than 5 years	52.3%
Percent of CRC Gen. Ed. Courses with grade \geq C accepted as prerequisites	90.2%
Percent of CRC courses with grade \geq C accepted as prerequisites	90.2%

2007 Alumni Progress Survey
Colleges & Universities Students Transferred to:

Arkansas State University	41.1%
Freed-Hardeman	8.4%
Harding University	18.7%
Other Schools	31.8%

2007 Alumni Progress Survey	
Table 2 Transfer/Degree Summary	
CRC credit hours transferred to this school:	61
Additional Courses required for general education at this school:	0.35
Total credit hours earned at this school:	65
How many courses completed at CRC were you required to repeat at this school?	0.13
How many General Education courses were not accepted for Gen. Ed. Credit at this school?	0.21
Year this degree was earned?	3.23
Number of years since leaving CRC.	8.41
Was your admission to this school unconditional? Yes= 1; No = N; Left Blank = B	80%

2. How CRC Courses Meet General Education Requirements at 4-Year Colleges

Objective: Transferring students will find courses taken at Crowley's Ridge College accepted as General Education requirements.

Evaluation:

CRC students transferring to four-year institutions within the last five years and responding to a survey will report that at least 90% of the General Education Courses completed at CRC with a C grade or better were accepted (except for Bible at public institutions).

Outcomes of the Evaluation Process:

Just like the previous objective, according to the latest Alumni Progress Survey, 90.2% of the General Education courses CRC students transferred to other colleges were accepted. Our records do not indicate if any of these would have been a grade of "D" and that was the reason for the lack of acceptance. But, the goal of 90% was met.

Outcomes Summary:

According to Table 2 on the next page, 90.2% of the General Education courses taken at CRC were transferred to and accepted at four-year schools.

Actions & Changes to the Plan

Consideration is going to be made as to a better way of maintaining data on this criterion.

3. Church and Community Involvement

Objective: Upon graduation, students will have active involvement in church and civic activities.

Evaluation:

- a. At least 75% of the alumni responding to the Alumni Survey will report actively participating in church educational and activity programs.
- b. At least 50% of the alumni responding to the Alumni Survey will report involvement in civic activities that show participation in the community.
- c. Descriptions provided by members of the communities where CRC alumni live and work. (This is an indirect measurement tool.)

Outcomes of the Evaluation Process:

- a. The first two are the same outcomes as are found in the Assessment of Student Learning for the Lifelong Learning criterion of General Education. See comments on pages 35 – 36 of this report.
- b. The 89.2% participation of the alumni in church activities is far above the objective of 75%.
- c. Although lower than our goal of 75%, there was an increase from 16.9% to 33.8%.

Outcomes Summary:

- a. 89.2% alumni participate in church activities regularly.
- b. 33.8% of the alumni are members of civic organizations.

Actions & Changes to the Plan

Consideration is going to be made as to a better way of maintaining data on this criterion.

B. Rest of Survey

The rest of the Alumni Progress Survey is used by individual segments of the college also as a research tool for the assessment plan. It is distributed to all individuals, departments and committees that can benefit from its results. Most of the results to the rest of the survey can be seen in Figures 37 & 38 on page 42 of the report.

III. First Time Student Survey

This survey is primarily used by the admissions department to improve their efforts in recruitment and enrolling students for the first time. It is distributed to all individuals, departments and committees that can benefit from its results.

IV. Course Evaluations

Other than the ways listed below, the information obtained by these evaluations are examined by each instructor, their division chairperson and the Vice President for Academic Affairs. The instructors use this information in an effort to improve their teaching abilities.

A. Instructor

Objective: The instructor will be enthusiastic, demonstrate knowledge about the subject, present material clearly, meet class on time, communicate well with students, create an atmosphere of learning, encourage students to think, use time effectively, be available to students outside of class, give the appropriate outside work and use a testing method consistent with the course.

Evaluation: There will be an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% overall approval rating of the instructor on question # 31 of the “Course Evaluation” for each course.

Outcomes of the Evaluation Process:

The past six years course evaluation results on the next page show the approval rating for instructors ranged from 80 – 90 % with an average of 86%. Not only is the average far above the objective of 75%, but every year was well above that objective.

B. Courses

Objective: The course is compatible with the course description in the college catalog and provides appropriate knowledge and/or skills to meet its goals. The course develops or provides for the attainment of the learning goals assigned to that course by the faculty.

Evaluation

1. There will be an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% overall approval rating of each course on question 32 of the “Course Evaluation” for each course.
2. There will be an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating for each of the General Education criteria the faculty has assigned for their course. These criteria are found in questions numbering 22 through 29.

Outcomes of the Evaluation Process:

1. The past six years course evaluation results on the previous page show the approval rating for the instructors ranged from 74 – 85 % with an average of 80%. Not only is the average far above the objective of 75%, but every year was well above that objective.
2. Two years ago CRC instructors started identifying which criteria should apply to each individual course. During these past two years 12 of the 16 criteria have met the 75% approval rating. That is, 75% of the time the criteria were met the last two years.

C. Textbooks

Objective: The textbook used in the course (if a textbook is necessary) will be easily understood, appropriate for the course content, and meets the needs of the students.

Evaluation: There will be an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating of the textbooks for the course. Question 33 of the “Course Evaluation” for each course is used to assess this criterion.

Outcomes of the Evaluation Process:

The past two years are the only years we have made an assessment of this criterion. You will see in Table 3 on the previous page students gave an 85% approval rating for both years. This is above the objective of 75% for textbooks.

V. Faculty Questionnaires

The “Assessment Section” is used in the process of “Assessment of Student Learning”. The other information from this questionnaire relating to technology used in the classroom, and the faculty’s service to the community is used by the division chairs, Vice President for Academic Affairs and the Administration for not only record keeping of facts, but to track the use of technology and how its faculty services the community. A sample of this questionnaire can be found in Appendix I on page 60.

VI. Student Life Activities**A. Christian Philosophy of Life**

Objective: To produce faith and involvement through the use of student-led activities.

Evaluation:

Students will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on the “Alumni Progress Survey” question concerning student led spiritual activities.

Outcomes of the Evaluation Process:

Figure 38 questions # 34 reveals 92.6% of the alumni believed the student-led activities contributed toward their improvements in a Christian Philosophy of life and community and church involvement.

B. Intramural Program

The college provides a wide variety of opportunities to be involved in organized competitive activities on campus. These are organized and supervised by college personnel and all students and faculty are encouraged to participate.

Objective: To maintain an Intramural Program that meets the needs of the students.

Evaluation:

1. Students will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on the intramural question # 33 of the “Institutional Survey”
2. Faculty & Staff will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on the intramural question # 33 of the “Institutional Survey”
3. For 2007 – 2008, 79 out of 111 (71.2%) full-time students participate in at least one activity.
4. Alumni will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on the intramural program questions # 36 of the Alumni Progress Survey.

Outcomes of the Evaluation Process:

1. In the most recent Institutional Survey (2007), 74.3% of the students and 61.9% of the faculty and staff believe CRC has an intramural program that meets students' needs. The students are just below the desired level of 75%, whereas, the faculty and staff response was less than the students' response. It does appear a little odd the students believe we are doing a better job than the faculty and staff do. This was also true in the 2005 Institutional Survey, but in that study there was even a more drastic difference. The students gave a 85.9% approval rating and the faculty and staff were about the same as this survey, giving a 62% approval rating. The 2003 Institutional Survey the results were somewhat reversed; 69.9% of the students and 76.8% of the students believed CRC had an intramural program that met the needs of the students.
2. There was no data available for the 3rd "Evaluation" item above. The outcomes to this item will appear in the next Planning Report.
3. On the latest "Alumni Progress Survey", the intramural program question showed a 67.3% approval rating. This is also below the projected goal.

Outcomes Summary:

In 2007 74.3% of the students and 61.9% of the faculty and staff believed CRC had an intramural program that was meeting the needs of its students. But in 2005, 85.9% of the students and 62.0% of the faculty and staff believed CRC had an intramural program that meets students' needs, when the plan calls for a 75% approval rating.

Actions & Changes to the Plan

The IRA committee will work with the Intramural Director to obtain data for student participation in the intramural program. This data will be in the next Planning Report.

B. Student-Led Activities

Students organize and lead a number of activities on campus, especially devotional sessions. The point of this assessment is to identify the impact of these activities on achieving the goals in community and church involvement and forming a Christian-based philosophy to live by.

Objective: To maintain student activities that meets the needs of the students.

Evaluation:

1. Students will have an average of "4" on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on question # 34 concerning student-led activities on the "Alumni Progress Survey".
2. Students will have an average of "4" on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on question #37 concerning student-led activities on the "Institutional Survey"
3. Faculty & Staff will have an average of "4" on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on question # 37 concerning student-led activities on the "Institutional Survey"

Outcomes of the Evaluation Process:

1. The student-led question in Alumni Progress Survey reveals 92.6% of the alumni believed the student-led activities helped them in their faith and involvement. This is well above the desired goal of 75%.
2. 77.1% of the students said on the Institutional Survey student-led activities helped them to improve in Christian character and activities. Unfortunately, the faculty and staff were not as positive with only a 73.8% approval rating. It is still interesting to see students believing CRC is doing a better job satisfying their needs than the faculty and staff believes.

Actions & Changes to the Plan

No Changes for the new plan.

C. College Sponsored Recreation

Examples of recreational activities: Hay rides, Coffee Houses, Dorm Open Houses, Athletics Events, etc...

Objective: To maintain an appropriate number, variety and quality of student recreational activities that are sponsored by the college.

Evaluation:

1. Alumni will have an average of "4" on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on the activities and recreation question # 35 of the "Alumni Progress Survey".

2. Students will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on activities and recreation question # 19 of the “Institutional Survey”
3. Faculty & Staff will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on activities and recreation question # 19 of the “Institutional Survey”

Outcomes of the Evaluation Process:

1. In the most recent Alumni Progress Survey there was an 83.7% approval rating for the college offering a reasonable diversity of activities. This exceeds the proposed level of 75% in the plan.
2. In the 2003, 2005 and 2007 Institutional Research Surveys, 64.0%, 74.7% and 73.9% of the students and 70.8%, 73.0% and 73.8% of the faculty and staff, respectively, believed CRC provides a proper diversity of activities. The trend from 2003 to 2005 was in the right direction for both groups. And in the 2007 survey the faculty and staff was still in the right direction, but the students somewhat went backwards. The 2007 survey did not quite reach the desired approval rating of 75% but was very close.

Outcomes Summary:

1. Alumni gave an 83.7% approval rating for the CRC offering a reasonable diversity of activities.
2. In the 2003, 2005 and 2007 Institutional Research Surveys, 64.0%, 74.7% and 73.9% of the students and 70.8%, 73.0% and 73.8% of the faculty and staff, respectively, believed CRC provides a proper diversity of activities. The desired level for both was 75%.

Actions & Changes to the Plan

No changes are planned for this objective.

D. Spiritual Enrichment Activities

Examples of activities are: Chapel, Thursday night, church services, etc..

Objective: To maintain spiritual activities that meets the spiritual needs of the students.

Evaluation:

1. Students will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on question # 33 concerning spiritual needs on the “Alumni Progress Survey”.
2. Students will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on questions # 18 & # 34 concerning spiritual growth and the Campus Ministry on the “Institutional Survey”
3. Faculty & Staff will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on questions # 18 & # 34 concerning spiritual growth and the Campus Ministry on the “Institutional Survey”

Outcomes of the Evaluation Process:

1. In the most recent Alumni Progress Survey there was a 93.6% approval rating that the college, in general, met the spiritual/emotional needs of its students This far exceeds the proposed level of 75% in the plan.
2. In the 2003, 2005 and 2007 Institutional Research Surveys, 66.1%, 79.2% and 82.9% of the students and 79.6%, 85.0% and 82.1% of the faculty and staff, respectively, believed CRC, in general, met the spiritual and emotional needs of its students. Therefore, for the last two surveys both the students and the faculty and staff believe CRC is doing a good job at meeting its students’ spiritual needs.
3. A different picture is seen when asked about the campus ministry. In the 2003, 2005 and 2007 Institutional Research Surveys, 60.3%, 73.0% and 77.5% of the students and 60.7%, 59.0% and 66.7% of the faculty and staff, respectively, believed the campus ministry at CRC met the spiritual needs of its students. For the students, the trend has not only been in the right direction, but in the most current survey of 2007 has exceeded the desired objective of 75%. Even though the faculty and staff has not reached the desired goal, their trend is still in the right direction and is now less than 10% below the desired objective.

Outcomes Summary:

1. The alumni gave a 93.6% approval rating that the college, in general, met the spiritual/emotional needs of its students, exceeding the proposed level of 75% in the plan.
2. In the 2003, 2005 and 2007 Institutional Research Surveys, 66.1%, 79.2% and 82.9% of the students and 79.6%, 85.0% and 82.1% of the faculty and staff, respectively, believed CRC, in general, meets the spiritual and emotional needs of its students. The desired level was 75%.

3. In the 2003, 2005 and 2007 Institutional Research Surveys 60.3%, 73.0% and 77.5% of the students and 60.7%, 59.0% and 66.7% of the faculty and staff, respectively, believed the campus ministry at CRC met the Spiritual needs of its students. The desired level was 75%.

Actions & Changes to the Plan

All these evaluations are new to this plan. These results will be shared with the appropriate people.

E. Personal Interest from Faculty & Staff

Examples: Adopt a college student, homes to eat in, intramurals, sports games, visiting, church services, etc....

Objective: To build a healthy relationship between the students the faculty and staff, which will promote the Christian family atmosphere desired at CRC.

Evaluation:

1. Students will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on questions # 32 & # 40 concerning the spirit of friendliness and a positive faculty on the “Alumni Progress Survey”.
2. Students will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on question # 17 concerning friendliness in personal contacts on the “Institutional Survey”
3. Faculty & Staff will have an average of “4” on the 0 – 5 scale (0 = no opinion), which corresponds to a 75% approval rating on questions # 17 concerning friendliness in personal contacts on the “Institutional Survey”

Outcomes of the Evaluation Process:

1. In the most recent Alumni Progress Survey there was an 88.2% approval rating that the college demonstrated friendliness in personal contacts, which is well above the proposed level of 75% in the plan.
2. The alumni in the most recent Alumni Progress Survey gave an 87.1% approval rating that their general perceptions of the faculty was positive, which is even farther above the proposed level of 75% in the plan.
3. In the 2003, 2005 and 2007 Institutional Research Surveys, 75.3%, 79.9% and 88.2% of the students and 87.5%, 87.0% and 91.7% of the faculty and staff, respectively, believed CRC exhibits friendliness in personal contacts. In both groups and in all surveys, the objective level of 75% was exceeded. The trend for both groups is to continue to rise higher and higher above the desired level of 75%.

Outcomes Summary:

1. Alumni gave an 88.2% approval rating that the college demonstrated friendliness in personal contacts.
2. The alumni gave an 87.1% approval rating that their general perception of the faculty was positive.
3. In the 2003, 2005 and 2007 Institutional Research Surveys, 75.3%, 79.9% and 88.2% of the students and 87.5%, 87.0% and 91.7% of the faculty and staff, respectively, believed CRC exhibits friendliness in personal contacts. The desired level was 75%

Actions & Changes to the Plan

No changes for this plan.

VII. SUMMARY: Institutional Research

A. SUMMARY: Institutional Research Outcomes

1. 90.2% of the courses taken at CRC were transferred to and accepted at four-year schools.
2. 90.2% of the General Education courses taken at CRC were transferred to and accepted at four-year schools.
3. 89.2% alumni participate in church activities regularly.
4. 33.8% of the alumni are members of civic organizations.
5. 86% faculty approval rating by the students.
6. 80% course approval rating by the students on the course evaluations.
7. 85% textbook approval rating by the students.
8. 92.6% approval rating of student-led activities contributing to a better Christian Philosophy
9. In 2003, 2005 and 2007, respectively, 69.9%, 85.9% and 74.3 % of the students and 76.8%, 62.0% and 61.9% of the faculty/staff believed CRC had an intramural program that was meeting the needs of its students.

10. Alumni gave a 92.6% approval rating for the CRC offering a reasonable diversity of activities.
11. 77.1% of the students and 73.8% of the faculty and Staff believed CRC provides a proper diversity of activities according to the Institutional Research Survey.
12. Alumni gave a 83.7% approval rating for offering a reasonable diversity of activities.
13. 73.9% of the students and 73.8% of the faculty and staff, respectively, believed CRC provides a proper diversity of activities.
14. The alumni gave a 93.6% approval rating that the college, in general, met the spiritual/emotional needs of its students.
15. 82.9% of the students and 82.1% of the faculty and staff, respectively, believed CRC, in general, meets the spiritual and emotional needs of its students.
16. 77.5% of the students and 66.7% of the faculty/staff, respectively, believed campus ministry at CRC met the spiritual needs of its students.
17. Alumni gave an 88.2% approval rating that CRC demonstrated friendliness in personal contacts.
18. Alumni gave an 87.1 % approval rating that their general perception of the faculty was positive.
19. 88.2% of the students and 91.7% of the faculty/staff, respectively, believed CRC exhibits friendliness in personal contacts.
20. For 2007 – 2008, 79 out of 111 (71.2%) full-time students participate in at least one activity.

B. SUMMARY: Institutional Research Actions & Changes

1. Improve data collection and management methods.
2. Start collecting data on the intramural program.
3. Find appropriate evaluation tools for evaluating the personal interest from the faculty/staff to the students.

Appendix A: Placement Scores January 2005

Course	Last ACT Score	ASSET Score
Developmental Math	14 and Below	30 and Below on Elementary Algebra Test
Beginning Algebra	15 – 16	31 – 41 on Elementary Algebra Test
Intermediate Algebra	17 – 18 19 – 20*	Below 40 on Intermediate Algebra Test
College Algebra	21 and Above	40 and Above on Intermediate Algebra Test
Developmental English	18 and Below	44 and Below
Developmental Reading	18 and Below	42 and Below
Composition I	19 and Above	45 or Above on English
	For English And Reading	And 43 or Above on Reading

Placement Procedures

A. Mathematics

1. Students entering with last ACT score of 21 or above will be placed in College Algebra.
2. Students entering with their latest ACT score of 17 through 20 will take the Intermediate Algebra ASSET test for their placement. If they score below 40 they will be placed in Intermediate Algebra and if they score 40 or above they may be placed in College Algebra.
 - * The Asset Test scores will be the primary placement score, but the ACT scores, previous Math courses and length of time since the last Math class will be taken into consideration.
3. Students entering with their latest ACT score of 16 and below will take the Elementary Algebra Test and will be placed based upon the above table.

B. English and Reading

1. Students entering with their latest ACT score of 19 or above on both the English and Reading will be placed in Composition I.
2. Students entering with their latest ACT score of 18 on the English only will take the English ASSET Test and be placed into Developmental English if they score 44 and below on the ASSET Test.
3. Students entering with their last ACT score of 18 in Reading only will take the Reading ASSET Test and be placed into Developmental Reading if they score 42 and below on the ASSET Test.
4. To be placed into Composition I for students entering with their latest ACT score of 18 or below in either English or Reading, they must have:
 - a. The latest ACT score of 19 on English and a score of 43 or above on the ASSET Reading Test.
 - b. The latest ACT score of 19 on Reading and a score of 45 or above on the ASSET English Test
 - c. Must have both a score of 43 or above on the ASSET Reading Test and a score of 45 or above on the ASSET English Test.

Appendix B: Selection & Design of General Education Courses

The Mission Statement for Crowley's Ridge College cites four Student Learning Goals that students are expected to achieve by attending the college and completing its programs. The Institutional Research & Assessment Committee, faculty and administration created a list of eight General Education Criteria based upon these goals. The goals and criteria are the basis for selecting the courses of study that make up the General Education Core Curriculum.

Any faculty member or academic unit of the college can create a course of study based upon the criteria and submit it for consideration for inclusion in the General Education Core. It is submitted to the academic affairs committee and then to the entire faculty where each faculty member is responsible for evaluating it in the light of the criteria and then voting to include or not include it in the Core.

A maximum number of semester hours for the Core has been set and is maintained by the faculty. Any new recommendations that result in exceeding the maximum number of hours set for the Core cannot be added until one or more courses is removed from the Core. Decisions concerning removal are made by the faculty. Also, any change in the maximum number of hours in the Core must be made by the faculty.

When a submitted course is judged, based on the criteria, by the majority of the faculty to merit inclusion in the Core, and it does not result in too many hours in the Core, it becomes a required Core course.

Appendix C. Assessment Calendar

<u>Given/Stated</u>	<u>Assessment Tool or Project</u>	<u>Finished/Results</u>
August 2008 ⁹ /2009	ASSET Pre-Test for placement.	August 2008/2009
August 2008 ¹⁰ /2009	First Time Student Survey	September 2008/2009
August 2008 ¹¹ /2009	General Bible Knowledge Pre-Test	October 2008/2009
Summer 2008/2009	2008 Assessment Planning Report	September 2008/2009
Nov. 18, 2008 ¹² /2009	Course Evaluations	December 2008/2009
December 2008 ¹³ /2009	ASSET Post-Test for Assessment	December 2008/2009
January 2009 ¹⁴ /2010	ASSET Pre-Test for Placement	January 2009/2010
January 2009 ¹⁵ /2010	First Time Student Survey	January 2009/2010
April 2009/2010	Faculty Questionnaire for Assessment, Technology, and Service	May 2009/2010
April 21, 2009/2010 ¹¹	Course Evaluations	May 2009/2010
May 2009/2010	CAAP Test	Fall 2009/2010
May 2009 ¹⁶ /2010	General Bible Knowledge Post-Test	August 2009/2010
May 2009/2010	ASSET Post-Test for Assessment	May 2009/2010
.....		
March 2009	Institutional Survey	May 2009
May 2010 ¹⁷	General Education Consensus Evaluation	May 2010

⁹ Given during pre-registration and also during registration for those who did not take it earlier.

¹⁰ Given during registration.

¹¹ Given during first week of classes.

¹² Given to faculty on this date, they are to have them administer sometime during the last 2 weeks before finals.

¹³ Given last week of classes before finals. It counts as a chapter test in each course.

¹⁴ Op.cit Footnote 11

¹⁵ Op.cit Footnote 12

¹⁶ Given close to the end of the semester before finals.

¹⁷ The faculty works on this during their spring workshop every two years.

Appendix D. Assessment Results Distribution Summary

Document	Developers	Final Approval	Distribution
IRA Planning Report	Assessment Committee	Full Faculty	Board, Administration, Faculty, Staff.

Assessment Tool	Analyzed By & Evaluated By	Results Distributed To ¹⁸
First Time Student Survey	Director of Institutional Research & Assessment (DIRA) Admissions Director	Academic Dean (Vice President For Academic Affairs), Board, Administration, Faculty
Institutional Survey	DIRA	Board, President, Development Vice President, Academic Dean, Admissions Director, Faculty, Staff
Alumni Progress Survey	DIRA	Board, President, Development Vice President, Academic Dean, Admissions Director, Faculty, Staff
General Bible Knowledge	Bible Program Director DIRA	Academic Dean and Faculty
CAAP Test	DIRA, Academic Dean Admissions Staff	Administration and Faculty
Course Evaluations	DIRA	Academic Dean, All Faculty Division Chairs
ASSET	Development Committee Chair; DIRA	Academic Dean, Faculty Developmental Committee
Faculty Questionnaire for Assessment Technology, and Service	Faculty DIRA	Academic Dean, All Faculty
General Education Consensus Evaluation	Academic Dean Academic Faculty (Workshop ¹⁹)	Dean, DIRA, All Faculty
General Education Criteria & Mission Goals Eval. Rating.	DIRA Academic Dean,	Faculty
Course level assessment efforts	DIRA & Faculty	DIRA Academic Dean

¹⁸ Summaries and/or results from all Assessment Tools are located in the annual Assessment Report, and therefore, would be distributed to anyone who gets the Assessment Report; those listed below are those who get more detailed results.

¹⁹ This process of analysis is done during a workshop when all faculty members are present and discuss each course's evaluation numbers.

Appendix E. General Education Consensus Evaluation

2008 CRC GENERAL EDUCATION CONSENSUS EVALUATION										2008 CRC GENERAL EDUCATION CONSENSUS EVALUATION										
"v " means the identified course significantly contributes to helping a student meet the General Education Criterion selected.										"v " means the identified course significantly contributes to helping a student meet the General Education Criterion selected.										
Course No.	Course Title	Critical Thinking	Science Awareness	Human Awareness	Computational & Technological Skills	Effective Communication	Information Literacy	Christian Values	Independent Lifelong Learning	Course No.	Course Title	Critical Thinking	Science Awareness	Human Awareness	Computational & Technological Skills	Effective Communication	Information Literacy	Christian Values	Independent Lifelong Learning	
BIBLE & BIBLICAL LANGUAGES										BUSINESS AND TECHNOLOGY										
BIBLE										ACCOUNTING										
BIB111	O.T. SURVEY			v			v	v	v	ACT213	PRINC. OF ACCOUNTING I	v	v		v	v	v		v	
BIB121	N.T. SURVEY			v			v	v	v	ACT223	PRINC. OF ACCOUNTING II	v	v		v	v	v		v	
BIB133	INTERNAT. CULTURAL STUDIES	v		v		v		v	v	ACT313	MANAGERIAL ACCOUNTING									
BIB211	LIFE OF CHRIST			v			v	v	v	BUSINESS										
BIB221	ACTS			v			v	v	v	BUS113	INTRO. TO BUSINESS	v								v
BIB231	CHURCH HISTORY			v			v	v	v	BUS203	BUSINESS STATISTICS	v	v		v		v			v
BIB243	THE PENTATUCH			v			v	v	v	BUS213	PERSONAL FINANCE	v		v	v		v			v
BIB253	WORK OF THE PREACHER			v		v	v	v	v	BUS223	BUSINESS COMMUNICATION	v			v	v				v
BIB261	MARRIAGE & HOME			v		v	v	v	v	BUS313	LEGAL ENVIRONMENT OF BUS.	v					v	v		v
BIB273	INTRO. TO PREACHING			v		v	v	v	v	BUS323	PRINCIPLES OF MARKETING	v		v	v	v	v	v		v
BIB313	HISTORICAL O.T. BOOKS			v			v	v	v	BUS333	ORGANIZATIONAL MGMT.	v		v		v	v			v
BIB323	POETIC BOOKS OF THE O.T.			v			v	v	v	BUS343	OPERATIONS MGMT.	v		v	v					
BIB333	PROPHETIC O.T. BOOKS			v			v	v	v	BUS353	CONSUMER FINANCE	v		v	v		v	v		v
BIB343	LETTERS OF PAUL			v			v	v	v	BUS413	HUMAN RESOURCES MGMT.			v		v				v
BIB353	GEN. LETTERS & REVELATION			v			v	v	v	BUS423	PRINCIPLES OF MANAGEMENT	v		v		v				v
BIB363	BIBLICAL INTERPRETATION						v		v	BUS433	BUSINESS ETHICS	v		v						v
BIB372	INT. RESEARCH IN BIB. STUD.	v				v	v		v	BUS443	ORGANIZATIONAL BEHAVIOR			v		v	v			v
BIB413	ADVAN. INTRO. TO THE O.T.	v					v		v	BUS453	LEADERSHIP			v		v	v			v
BIB423	ADVAN. INTROD. TO THE N.T.	v					v		v	BUS463	PROMOTION	v				v				v
BIB433	INTERNSHIP IN MINISTRY	v		v		v	v	v	v	BUS473	BUSINESS INTERSHIP			v	v	v	v			v
BIB443	PERSONAL EVANGELISM			v		v	v	v	v	BUS483	INDIVIDUAL STUDY									
BIB453	INTRO. TO CHRIST. COUNSEL.	v		v		v	v	v	v	BUS493	CORPORATE FINANCE	v		v	v	v	v			
BIB463	YOUTH MINISTRY			v		v	v	v	v	COMPUTER INFO SYSTEMS										
BIB473	RESTORATION MOVEMENT						v		v	CIS113	INTRO. COMP. INFO. SYS.		v	v	v	v	v	v		v
BIB483	HISTORY OF ENGLISH BIBLE						v		v	CIS213	INTRO. TO MGMT. INFO. SYS.	v	v	v	v	v	v			v
BIBLICAL LANGUAGES										CIS223	NETWORKING PLUS	v	v		v		v			v
GRK112	ELEM. GREEK I			v		v	v	v	v	CIS233	DATABASE MANAGEMENT									
GRK122	ELEM. GREEK II			v		v	v	v	v	COMPUTER SCIENCE										
GRK132	ELEM. GREEK III			v		v	v	v	v	CSC213	INTRO. COMP. PROG.	v	v		v	v	v			v
GRK142	ELEM. GREEK IV			v		v	v	v	v	ECONOMICS										
GRK 313	GREEK READINGS									ECN213	MACROECONOMICS	v		v	v		v			v
										ECN223	MICROECONOMICS	v		v	v		v			v

HUMANITIES									
ART									
ART113	ART APPRECIATION			v					v
COMMUNICATIONS									
CMM111	YEARBOOK PUBLICATION								
CMM133	HUMAN COMMUNICATIONS	v		v		v	v	v	v
DRAMA									
DRM101	EMMAUS			v		v		v	v
DRM213	INTRO. TO THEATER	v				v	v		v
ENGLISH									
ENG052	DEVELOP. ENG/READING					v			v
ENG053	DEVELOP. ENG/GRAMMAR					v			v
ENG113	FRESHMAN COMP. I	v		v		v	v		v
ENG123	FRESHMAN COMP. II	v		v		v	v	v	v
ENG213	WORLD LITERATURE I	v		v		v	v	v	v
ENG223	WORLD LITERATURE II	v		v		v	v	v	v
JOURNALISM									
JRN111	YEARBOOK PUBLICATION I						v		v
JRN121	YEARBOOK PUBLICATION II						v		v
JRN131	YEARBOOK PUBLICATION III						v		v
JRN141	YEARBOOK PUBLICATION IV						v		v
MODERN LANGUAGES (EG SPANISH)									
SPN113	ELEM. SPANISH I	v		v		v			v
SPN123	ELEM. SPANISH II	v		v		v			v
MUSIC									
MUS111	CHORALAIRES I					v		v	v
MUS121	CHORALAIRES II					v		v	v
MUS131	CHORALAIRES III					v		v	v
MUS141	CHORALAIRES III					v		v	v
MUS213	MUSIC APPRECIATION			v			v		v
SOCIAL SCIENCES									
HISTORY									
HST113	UNITED STATES TO 1876			v		v	v		v
HST123	UNITED STATES SINCE 1876			v		v	v		v
HST213	WESTERN CIV. TO 1500			v		v	v		v
HST223	WESTERN CIV. SINCE 1500			v		v	v		v
POLITICAL SCIENCE									
PSC113	AMERICAN NATL. GOVT.			v		v	v		v
PSC213	INTERNATL. RELATIONS			v		v	v		v
BEHAVIORAL SCIENCES									
PSYCHOLOGY									
PSY111	INTRO. TO COLLEGE	v		v		v	v		v
PSY123	GENERAL PSYCHOLOGY	v		v		v	v		v
PSY213	PSYCH. OF HUMAN DEVEL.	v		v		v			v
SOCIOLOGY									
SOC113	INTRO. TO SOCIOLOGY			v		v			v
SOC133	INTERNAT. CULTURAL STUDIES	v		v		v		v	v
CRIMINAL JUSTICE									
CRM113	INTRO. TO CRIMINAL JUSTICE	v		v		v	v		v

NATURAL SCIENCES, HEALTH, AND MATHEMATICS									
BIOLOGICAL SCIENCES									
BIO124	BIOLOGICAL SCIENCE	v		v		v			v
BIO234	HUMAN ANAT. & PHYS. I	v		v		v			v
BIO244	HUMAN ANAT. & PHYS. II	v		v		v			v
CHEMISTRY									
CHM104	INTRO. TO CHEMISTRY	v		v		v			v
CHM214	GENERAL CHEM. I	v		v		v			v
CHM224	GENERAL CHEM. II	v		v		v			v
PHYSICAL SCIENCE									
PHY114	PHYSICAL SCIENCE	v		v		v			v
PHYSICS									
PHY214	GENERAL PHYSICS I	v		v		v			v
PHY224	GENERAL PHYSICS II	v		v		v			v
MATHEMATICS									
MTH043	DEVELOP. MATHEMATICS	v				v			v
MTH053	BEGINNING ALGEBRA	v				v			v
MTH063	INTERMEDIATE ALGEBRA	v				v			v
MTH123	COLLEGE ALGEBRA	v		v		v			v
MTH203	ELEMENTS STATISTICS	v		v		v	v	v	v
MTH213	PLANE TRIGONOMETRY	v		v		v			v
MTH223	MATH FOR TEACHERS I	v		v		v			v
MTH233	MATH FOR TEACHERS II	v		v		v			v
MTH243	BUSINESS CALCULUS	v		v		v			v
MTH244	CALCULUS I	v		v		v	v	v	v
MTH254	CALCULUS II	v		v		v	v	v	v
HEALTH AND FITNESS									
PED111	BEGINNING TENNIS					v			v
PED112	CONCEPTS/LIFETIME FITNESS					v		v	v
PED121	BASIC SWIMMING					v			v
PED131	WEIGHT TRAIN/ PHYS. COND.					v			v
PED141	BEGINNING BASKETBALL					v			v
PED151	WALK/JOG					v			v
PED211	MOUNTAINEERING					v		v	v
PED213	FIRST AID	v		v		v		v	v
PED221	CANOEING					v			v
PED223	PERSONAL HEALTH					v		v	v
PED233	FITNESS & MOTOR SKILLS					v			v
PED241	INTERMEDIATE SWIMMING					v		v	v
PED243	FOUNDATIONS OF PHYS ED							v	v
PED261	VARSITY SOFTBALL							v	v
PED271	VARSITY VOLLEYBALL							v	v
PED281	VARSITY BASEBALL							v	v
PED291	VARSITY BASKETBALL							v	v
EDUCATION									
EDU213	CHILD DEVELOPMENT	v		v		v	v		v
EDU233	INTRO. TO TEACHING	v		v		v	v		v
EDU233	INTRO. TO TECHN. IN EDUC.	v		v		v	v		v
EDU243	INT. EARLY CHILDHOOD ED.	v		v		v	v		v
MED213	CHILD & ADOLESCENT DEV.	v		v		v	v		v
MED223	INT. MID-LEVEL TEACHING	v		v		v	v		v
MED233	INTRO. MID-LEVEL ED. TECHN.	v		v		v	v		v
SED233	INT. SECONDARY TEACHING	v		v		v	v		v
SED233	INTRO. SECOND. ED. TECHN.	v		v		v	v		v

30. Sufficient academic and laboratory facilities were available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
31. Sufficient library and learning resources were available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
STUDENT LIFE	0	1	2	3	4	5	0	1	2	3	4	5
32. The school was characterized by a spirit of friendliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
33. The school in general met my spiritual/emotional needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
34. Student-led activities added to my faith and involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
35. The school provided a reasonable diversity of student activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
36. The school provided an adequately diverse intramural program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
37. Sufficient recreational facilities were available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
MY GENERAL PERCEPTION...	0	1	2	3	4	5	0	1	2	3	4	5
38. Of the academic offerings was positive to what degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
39. Of the physical facilities was positive to what degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
40. Of the faculty was positive to what degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
41. Of the administration was positive to what degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
42. Of the college was positive to what degree?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A rating of <u>1</u> means low or poor agreement and <u>5</u> means high or excellent agreement. <u>0</u> means no opinion												
SINCE LEAVING CRC	0	1	2	3	4	5						
43. My desire is to be an active learner whether it's by formal or self-directed methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
44. I use many types of media to gather information (print, TV, internet, radio, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
45. I keep current in my professional field/major by reading journals or belonging to professional organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
46. I am involved in civic activities that show participation in my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
47. I am involved in regular activities with my church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SINCE LEAVING CRC Continued...	0	1	2	3	4	5
48. The Biblical principles I learned at CRC had a positive impact on my ethical and moral behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. I am better prepared to use different strategies to achieve goals, make decisions and solve problems personally and within a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. I am better prepared to use written communication to effectively communicate with individuals and groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. I am better prepared to use verbal communication to effectively communicate with individuals and groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. My CRC experience gave me a greater awareness and appreciation of people who come from diverse cultural, racial and economic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. My CRC experience gave me a greater awareness and appreciation of people with varying physical or mental abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. My experience at CRC increased my understanding of and skills in using technologies to obtain and utilize information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. My experience at CRC increased my understanding of and skills in using traditional media such as books, periodicals, etc. to obtain and utilize information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FOR ALUMNI WITH A CRC DEGREE IN BIBLE	0	1	2	3	4	5
56. The knowledge and training you received at CRC prepared you for Christian work other than routine church attendance and membership duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. If you are employed in a position that requires you to use the Bible knowledge you obtained at CRC, how well did your education at CRC prepare you for your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Are you pursuing (or did you pursue) a degree in a Biblical related field within three years of graduating from CRC?	<input type="checkbox"/>	Y				N
59. Please list the names and addresses of your employers since you left CRC. Your employers will only be asked to evaluate CRC <u>not</u> you.						
THE CRC DIFFERENCE						
60. Please take a few minutes and tell us what makes CRC special and unique from other colleges.						
OTHER COMMENTS						

Appendix H: Course Evaluations

Course Evaluation Form Crowley's Ridge College

A. Course Name	B. Course Number	D. Instructor's Last Name	E. Semester	F. Year
<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J <input type="checkbox"/> K <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/> P <input type="checkbox"/> Q <input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> T <input type="checkbox"/> U <input type="checkbox"/> V <input type="checkbox"/> W <input type="checkbox"/> X <input type="checkbox"/> Y <input type="checkbox"/> Z	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	<input type="checkbox"/> 2008 <input type="checkbox"/> 2009 <input type="checkbox"/> 2010
		C. Section	G. Grade expected to get in this class:	H. Average hours per week spent outside of class on this course:
		<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	A B C D F <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 - 6 <input type="checkbox"/> 7 - 9 <input type="checkbox"/> 10 - 12 <input type="checkbox"/> 13 + +

I. Code: 0 = Don't Know (No Opinion) 1 = Low Agreement... .. 5 = High Agreement
Mark your agreement for the instructor and/or this class.

	0	1	2	3	4	5		0	1	2	3	4	5
1. Is enthusiastic about teaching the course.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Sets course requirements that are challenging.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates knowledge of the subject.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Encourages students to express their opinions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Presents class material clearly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Class Develops or Provides:						
4. Meets class on time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Critical thinking and problem solving skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Encourages questions and comments.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Awareness of science and technology.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teaching methods help me understand material...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Human awareness (groups or individuals).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Communicates well with students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Computational (math)/technical skills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Creates atmosphere that promotes learning...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Effective communication (written/verbal) skills...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Encourages students to think.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Information literacy (understanding/using information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Uses class time effectively.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Christian values/knowledge of Biblical principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Presents course objectives in a clear manner...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Skills and desire for independent lifelong learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Explains the grading system well.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Knowledge every educated person should have....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assignments help master course objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Code: 0 = No opinion, 1 = Poor ... 5 = Excellent						
14. Test questions/projects consistent with course...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall:						
15. Returns tests and homework promptly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. I would rate this instructor as.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Explains answers to test questions/assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. I would rate this course as.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Provides information concerning class progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. How would you rate the course's textbooks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Available to meet students outside class.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
19. Displays a positive attitude toward students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Please give your opinions and suggestions on the following.
They will be given to the instructor as part of the CRC program to improve instruction.

What teaching methods (discussions, writing exercises, small group activities, guest speakers, videos, case studies, field trips, etc.) were successful for you?

What teaching methods were not successful for you?

Describe the instructor's skills or personal qualities which contributed to your learning experience.

Please comment on the homework. (Was there enough, too much? Were the homework assignments meaningful, related to content? Were they discussed and clarified?)

Please comment on the textbook or major readings used in this course. (Were readings appropriate, too difficult, too easy? Was the amount of readings or materials covered appropriate? Did the readings or material covered help to meet the course objectives?)

Please describe what made this course easy or difficult for you.

Appendix I: CRC Faculty Questionnaire

Instructor's Name: _____

CRC Faculty Technology/Assessment/Service Questionnaire
 Dates Covered: Summer 2007 - Spring 2008
 Please return in a few days but **NO LATER** than the workshop:
 May 12, 2008

Use of Technology						Assessment Summary					
Please indicate the use of technology in the classes you taught this school year. Only check those that pertain to your class. Give the "closest" answer to your use.						Give type of Assessments used in your "Core Classes"*. Give the name of the class and check which measures are used.					
Technology Used For Lectures	Nearly Every Class	Weekly	1/2 of the Classes	1/4 of the Classes	None	Course Level Assessment of Student Learning	Direct Pre-Post Test	Other** Direct Measures	Indirect Measures	None	
1. Computer Lab						Example:					
2. Computer Demonstrations						1. College Algebra	✓				
3. Lectures Using Powerpoint						2.					
4. DVD or CD Videos						3.					
5. Overhead Projections						4.					
6. Graphing or Similar Calculator						5.					
7. Video Camera or Camcorder						* Core courses are courses necessary for graduation, that is, courses common to all degrees offered by CRC. For more information on core classes see Dean Wilkerson or Alvin Leach. If in doubt, include all of your courses.					
8. Other Multimedia: (Specify)						**You may list any direct measures you feel appropriate on the back to clarify your use of direct measures.					
Technology Used For Tests	Nearly Every Test	Weekly	1/2 of the Tests	1/4 of the Tests	None	Community Service Summary					
Answer questions about community service activities. Describe what you have done toward Service to the Community: Give the services as they would pertain to CRC's Mission Statement.											
1. Interactive Software						Community Service Activity	Hours or Numbers				
2. Graphing or Similar Calculator						1. Weekly number of sermons preached					
3. Computer Lab						2. Weekly number of Bible classes taught					
4. Internet						3. Weekly hours of Church work not including sermon or class preparation.					
5. Video Camera or Camcorder						4. Number of mission trips during the year.					
6. Other: (Specify)						5. Weekly hours working with community youth.					
Technology Used For Homework &/or Activities	Nearly All Assignments	Weekly	1/2 of the Assignments	1/4 of the Assignments	None	6. Weekly hours working with the Children's Home.					
1. Interactive Software						7. Weekly hours of community service not included in the above categories.					
2. Internet						Please list below or on the back any items you feel appropriate for including in your community services this past year that are not included in the items above and list items you wish to further clarify.					
3. Lecture Notes Available Digitally											
4. Graphing or Similar Calculator											
5. Video Camera or Camcorder											
6. Computer Word Processing											
7. Microsoft Excel											
8. Other: (Specify)											
Technology Used For Term Papers or Projects	Nearly Every Project	Weekly	1/2 of the Projects	1/4 of the Projects	None						
1. Internet											
2. Graphing or Similar Calculator											
3. Video Camera or Camcorder											
4. Computer Word Processing											
5. Microsoft Excel											
6. Other: (Specify)											

Appendix J: Institutional Survey

INSTITUTIONAL SURVEY		
CROWLEY'S RIDGE COLLEGE		
Spring 2009		
DIRECTIONS: Please make "2" responses to the first "5" questions, make one response to other questions.		
In the " First " column give your opinion of how " WELL " CRC is doing. In the " Second " Column indicate how " IMPORTANT " it is for CRC to do it.		
Put Your Ratings On The Separate Survey Computer Answer Sheet.		
How WELL Does CRC...	How IMPORTANT Is It To CRC...	Ratings: 0 = No Opinion 1 = Very Poor (Not at all) 2 = Poor (Somewhat) 3 = Average (Medium) 4 = Good (Needed) 5 = Very Good (Necessary)
CRC Mission		
1a.	1b. Guide students toward a philosophy of life based upon Christian ideals?	20. Provide responsive and sufficient financial aid information, counseling and services?
2a.	2b. Assist students in skills so they can acquire, evaluate and make use of knowledge?	21. Has sufficient academic facilities?
3a.	3b. Prepare students for advanced studies and a basic desire for the pursuit of knowledge?	22. Has sufficient laboratory facilities?
4a.	4b. Assist students in developing problem- solving skills as an individual and along with others?	23. Has sufficient library facilities/ resources?
5a.	5b. Help students prepare for a lifelong pursuit of knowledge, service to God and citizenship?	24. Has sufficient computer facilities/resources?
Give your opinion of how " WELL " CRC is doing in the following areas: 0 = No Opinion 1 = Very Poor 2 = Poor 3 = Average 4 = Good 5 = Very Good		25. Has sufficient residence hall facilities & supervision?
Institutional Integrity		
6.	Publications clearly state the College's ethical values?	26. Provides sufficient recreational facilities?
7.	Practices agree with publicly stated policies, representations and commitments?	27. Provides sufficient cafeteria services?
8.	Employees and students observe academic honesty?	28. Provides adequate and responsive campus maintenance and repair services?
9.	Fully informs its employees and students concerning pertinent information?	29. Provides adequate janitorial services?
10.	Conduct operations without conflict of interest?	30. Provides adequate Intercollegiate Athletics?
11.	Demonstrates integrity in its practices and relationships.	31. Has available an adequate Bookstore?
Governance		
12.	Provides for employee and student input into institutional governance?	32. The Business Office is responsible and adequate in serving student needs?
13.	Provide for employee and student input into institutional strategic planning?	33. Maintains an Intramural Program, which meets students needs?
General Quality, Services and Facilities		
14.	Resolve problems in a timely manner?	34. Campus Ministry meets student's spiritual needs?
15.	Provide a high quality of instruction?	35. Has an adequate Student Government Association?
16.	Makes admissions process easy to understand?	36. Has a well managed Work Study Program?
17.	Exhibits a spirit of friendliness in personal contacts?	37. Student led activities contributes to improvements in Christian character and activities for students.
18.	Contribute to the spiritual growth of the individual student?	38. CRC increases its student's awareness and appreciation of people who come from diverse cultural, racial and economic backgrounds.
19.	Provide diversity of student activities?	39. CRC increases its student's awareness and appreciation of people with varying physical or mental abilities.
		40. CRC increases its student's understanding of & skills in using technologies to obtain and utilize information.
		41. CRC increases its student's understanding of and skills in using traditional media."
All Things Considered		
38.	Has adequate/appropriate academic offerings?	
39.	Has appropriate courses when they are needed?	
40.	Has an adequate/appropriate physical plant?	
41.	Has adequate/appropriate college personnel?	