

2016
Institutional
Research &
Assessment
Report

2015-2016

2015-

2016

How can we know when our students learned, and how much they learned?
This report is designed to help us attempt to see how well we did over the
last two years.

Crowley's
Ridge College

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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 (IRA) Program. Programs and activities are designed to assist the college in living up to its stated mission. The mission statement includes two 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 areas of its mission. As the name for this committee and the 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 particular report uses data collected from the Fall semester 2015 through the Fall Semester 2016. If the reader desires earlier information, prior assessment reports are available in the assessment office, or in the office of the president of the college, or online on the school's website: www.crc.edu. The IRA report is published during even numbered calendar years.

During our visit with the higher learning commission (HLC) in November of 2015, our educational environment and programs were carefully examined by the HLC and we received a full recommendation for accreditation for the maximum of ten years. They also gave us approval to add any majors we considered to be in agreement with our mission statement and goals for the college. The letter we received from the HLC regarding their last visit will appear as addendum #1, at the end of this report. We now have a total of 13 majors, counting both the Bachelor's Degree and the Associate's Degree programs. These will be discussed at length later in this report.

I. Goals and Criteria

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

A. Student Learning Goals

Previously CRC's Mission Statement contained four learning goals. These can be found in the "2008 Institutional Research & Assessment Planning Report." In the 2010 edition of the "Institutional Research & Assessment Planning Report," those were reduced to two, eliminating "overlap" of the learning goals. [See page 4 of the "2010 Institutional Research & Assessment Planning Report" for more information and details.] These two goals are:

Goal 1

The students will use their various experiences to build a philosophy of life consistent with Christian ideals that will lead them into a future service to God and community.

Goal 2

The students will acquire, evaluate, and make use of knowledge; solve problems individually and with others; prepare themselves for advanced studies; and develop a desire for lifelong learning.

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 two 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 applications.

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 Membership

The Institutional Research & Assessment Committee (IRA) has **eight (8) members**. They are the Director of Institutional Research & Assessment (DIRA) – **Larry Woodward**, who is also Chair of the Division of Business and Technology; **Pam Cox**, Chair of Mathematics Department; **Rick McEuen**, member of the Business Faculty; **Kim Barnett**, Faculty and Field Experience Supervisor; **Paul McFadden**, College Registrar, Athletic Director, Campus Minister, Faculty member; **Heather Coats**, Director of Distance Learning, Education Faculty; **Mark Warnick**, Learning Center Director and Faculty member; **Rob Williams**, Vice President for Academic Affairs, Education Division Chair, Faculty member

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. Specify, in cooperation with Program Assessment Coordinators (PAC), what assessments and/or evaluations will be taken each year to ensure all areas are being assessed and/or evaluated sufficiently.

4. Publish, on even calendar years, an updated 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. Distribute the results and/or changes via electronic means, email and paper copies to all appropriate personnel as results of the plan are available and when changes to the plan are made and approved by the faculty.

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. Promote and be instrumental in, 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 Plan

1. Give complete results of the evaluation/assessment process for both “Institutional Research” and “Student Learning” at CRC.
2. Use the following format for each area evaluated/assessed:
 - 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 and summaries in order to see the big picture of accomplishments and shortcomings.

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. Published in even calendar years as part of the Institutional Research and Assessment Planning Report.

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 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 is influenced by them, where they can be further analyzed and appropriate action can be taken. Those receiving the information would include PACs, faculty, staff, administration, and/or board.
 - Summary updates of results are regularly presented to the faculty in 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 evaluations 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 and 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 is 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 and assessments.
3. The Course of Action:
 - Show what changes, if any, would be expected to come from evaluations
 - Identify any changes made to each plan since the previous planning reports were published.

D. **The Institutional Research & Assessment Program at CRC**

This program 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 questions arise, “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, processes, 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.

“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: The students will use their various experiences to build a philosophy of life consistent with Christian ideals that will lead them into a future service to God and community.

Goal 2: The students will acquire, evaluate, and make use of knowledge; solve problems individually and with others; prepare themselves for advanced studies; and develop a desire for lifelong learning.

2. Programs:

Developmental	Mathematics and English courses
Distance Learning	On-line Courses
General Education A.A.	Critical Thinking Scientific Awareness Human Awareness Computational & Technological Skills Effective Communication Information Literacy Christian Ideals Independent Lifelong Learning
Teaching B.S.E.	Education Courses
Associates in Biblical Studies	Freshman 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.
Praxis	Evaluate the BSE Education Programs.
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		d). Computer proficiency
Course Evaluations:	a). Faculty	b). Courses	c). Textbooks
Faculty Questionnaire :	a). Use of Technology in the classroom	b). Services to the community	

2. Research Program:			
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

1. 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 two student learning goals provided in the Mission Statement identify expectations of its students and reveal ways that knowledge will be used. They are:

Goal 1: The students will use their various experiences to build a philosophy of life consistent with Christian ideals that will lead them into a future service to God and community.

Goal 2: The students will acquire, evaluate, and make use of knowledge; solve problems individually and with others; prepare themselves for advanced studies; and develop a desire for lifelong learning.

2. How Important Are These Goals to CRC?

We use the Institutional Survey, a direct assessment tool, to evaluate the success of reaching these student learning goals. All board members, employees, and students are 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 2009. 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. [NOTE: Due to a changing of the CRC Assessment chairman, at a very late date, and some turnover in the current Board of Directors, more recent data was not obtainable.]

a. Goal 1a: 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 demonstrated in the charts included in later pages of this document. One aspect is the importance of the “ideals” goal and the other relates how well the students are achieving that goal.

Some of this information was difficult to obtain, but we hope that enough was received to help us arrive at a fair and accurate finding.

b. Goal 1b: Alumni Will Serve Church and Community.

It is important to CRC for its students to be willing to serve. There is a lot of agreement among all three groups (Board, Students, Employees) who were surveyed in both the importance they place on this goal, as well as the performance of this goal.

It does seem that in recent years, there has been a slight but steady decline in student perception of the importance of this goal, while employees and the board both still hold this goal in very high esteem. Research is now being conducted to see if this is somewhat due to the increased emphasis on sports as a part of the overall curriculum or perhaps due to the increase of the classes to include upper level, and therefore more difficult and time consuming, course work. Or perhaps, it is just part of the overall decline of the perceived importance of church work in society as a whole.

c. Goal 2a: Develop Skills To Acquire and Use Knowledge

Even though there appeared to be a slight decline in previous years for both the board and employees, the students still maintained the same level of importance. This decline is explainable as within normal changes given such a small polling population.

A survey of the Board is taken frequently, but not every year, and data from the board is not included in this particular report. There have been changes in the makeup of the Board of Directors, and sufficient time to poll the “new” Board has not been allowed. However, data from the Board can be obtained from prior publications of this report, and will be included in the next issue. It should be noted that employee results are still well above average, and employees receive very good approval ratings from all members of the Board of Directors.

d. Goal 2b: Develop Problem-solving Skills

Our surveys indicate that students and employees simply do not place the same emphasis and importance on this goal as was done in the past. This seems to come largely because of the accomplishment of this goal in prior years, when stronger emphasis was placed upon its development. Because this goal seems to be incorporated as part of the general curriculum and program, emphasis to develop these skills, appear to be diminished. It is still vitally important to the faculty to maintain the development of this particular skill as a vital part of the students’ activities and studies.

e. Goal 2c: Prepare Students for the Pursuit of Knowledge.

The thrust of this goal is two-fold. First, prepare students to pursue knowledge by encouraging them to obtain a baccalaureate degree, whether at CRC or another college, university or specialized training center. The second thrust of this goal is to encourage students to pursue knowledge outside of the field of formal education. The Board and employees all seem to place a very great importance on this goal, while the students are not quite as agreeable to it.

B. Goals’ Outcomes

1. Summary

a. Even though students generally put less importance to these above goals set by the school Board, Administration and employees, their understanding of their own development and how well CRC has accomplished these goals is approximately the same as the understanding of the Board, Administration and employees.

b. Actual performance lags behind the importance ratings in this area slightly, but this is also very understandable, based on the above information.

2. Composite View of the Goals

With all this being said, it is understood that not all goals set by CRC Board, Administration and employees carry the same weight of significance. Since we pride ourselves upon being a Christian College, it should be obvious that “Christian Ideals,” “Service to God and Community,” and “Acquisition and Use of Knowledge” would be the most important. Developing problem solving skills seems to be the least important of the goals, and “Pursuit of Knowledge” would fall somewhere in the middle.

It should be noted that students generally do not see nor place the same importance upon the goals as do the Board, Administration and employees, exit information given by students tends to indicate that they have developed a significant increase in their understanding of the reasons for these goals, and seem to place more emphasis on them. This would seem to indicate that they are learning the things the Board, Administration, faculty and employees expect of them, “in spite of themselves.” This would tend to indicate that our teaching methods and programs are successful as we try to impart these goals into the young lives that come our way. With that being said, it should also be noted that students generally believe they have actually learned more than Administration and employees would believe.

In recent years, there has been a closing of the gap between student interpretation and those of the faculty, staff and Administration. That is, there seems to be a better understanding of the importance of these goals, and the acceptance of these goals. That would seem to indicate that CRC is accomplishing these goals as part of the teaching curriculum, and students are learning these things, even if they do not always seem to understand these goals, or place the same importance on them as the Board, Administration, and employees. At least some of this can be blamed on what is called “youthful ignorance” or “exuberance” – that tendency of seeming mistrust of anything the students do not perceive as important to them. The fact that some of them will sit up virtually all night playing video games, only to sleep through classes the next morning will tend to illustrate this. Many of them simply have not developed the “life skills” necessary to see the “larger picture.” However, as stated above, over recent years this gap appears to be closing.

C. Programs Designed To Help Students Reach These Goals.

These differences have not gone unnoticed by the Board, Administration and employees of CRC. Many programs and activities have been developed to assist students in their pursuit of these learning goals. Different programs may make contributions to more than one goal, and the cumulative effects of the programs are designed to allow students to meet these goals.

It should be noted here that at present CRC is an “Open Admission” school – that is students who might have difficulty in being admitted to other colleges or universities will find admission to CRC much easier. However, this does not mean that CRC will admit just anyone.

There are certain requirements that must be met, although if a student has trouble getting into other colleges, he/she might be able to enroll at CRC. This is done for several reasons. The small size of our enrollment will allow teachers to spend more time with individual students than would be allowed in a larger educational environment. It is believed that such individual attention will be beneficial for a student who might find learning more difficult. It is hoped that this individual attention will also help a student prepare for the challenges that the future might present. With that being said, there are multiple other programs that are designed to help struggling students reach their desired educational goals.

Developmental Program: This provides special classes and guidance for students who enter college who are not yet ready to take college level math and/or English courses. The details of the success of this program will be documented later in this report, but it has been shown that students who might need just a little more “polishing” are able to be successful in “full-blown” college studies.

Degree Programs

Students may now choose to work for and receive one of thirteen degrees presently being offered by the college. They are listed and briefly described as follows.

General Education A.A.: For students not actively seeking one of our Baccalaureate degrees (Bible, Business or Education), or for students who plan to transfer to another college or university for continued education in degree programs not yet offered by CRC, this program allows all students (developmental as well as non-developmental) the opportunity of completing an Associate of Arts Degree, based upon the minimum requirements set by the state of Arkansas. It is an option for baccalaureate students, though it would require the completion of several more credit hours than required for the standard baccalaureate degree (approximately 120 credit hours, plus the required Bible classes).

Associate in Biblical Studies (A.B.S.): This program has a two-fold purpose. First, it is one designed to give a general Bible knowledge to all students at CRC. Second, it provides an in-depth study for those declared as Biblical Studies Majors to receive an “Associate in Biblical Studies” degree.

Associate in Ministry (A.A.): This program is designed for men and women to receive a two-year study to help them prepare for a life-long career in ministry. This might be received if a student desires to receive a specialized degree in a particular ministry field (such as women’s ministry or prison ministry) that are not offered by CRC, but will transfer to other institutions as part of the Bachelor degree requirements.

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

Youth and Family Ministry (B.A.): This program is designed specifically for students who desire to enter these two fields of work. Specialized studies are offered in family dynamics and youth activities and leadership.

Christian Leadership and Management (B.S.): This program is designed for students who desire to serve a variety of Christian organizations in some management or leadership position. Good if a student desires to go into church business management, benevolent organizations, or nonprofit ministry.

Business Administration (B.S.): This program provides an in-depth study of upper level courses for those declared as Business Administration Majors, designed to award a B.S. degree in Business Administration.

Management (B.S.): Specially designed courses of study for students who would like to make a career in management in the corporate or industrial environment. Students should be able to understand what is required in the leadership and decision making processes in the business world. Practical as well as informational courses are given to help a student be better prepared to function with Christian ideals in the business environment.

Accounting (B.S.): This specialized program is designed specifically to help students become better prepared for advanced degrees and/or certifications in the world of accounting. These fundamental classes are essential to understanding the complex careers that accountants face.

Marketing (B.S.): This specialized degree is designed to help students prepare for a career in marketing, advertising, promotion, examination of consumer behavior, etc. The marketing world is varied and ever-changing, and those in that profession need to know how to adapt to the changes that occur. This major will help students learn that information.

Sports Management (B.S.): This degree is offered for those who would like to become in some area of management in a sports-related field. Coaching, managing, public relations, being an agent, working with youth programs, teaching, etc. are just a few of the possibilities that this degree will help you prepare for in the vast world of sports.

Bachelor in Education (K-6) (B.S.E.): This program is designed to provide students who desire to teach younger students for a living the tools, education and insights necessary to accomplish that goal. In addition to studying the upper level courses necessary for completion of this goal, help with internships and certification are offered.

Physical Education (K-12) (B.S.E.): Designed for those who desire to work in the physical educational programs of schools, from Kindergarten to 12th grade.

Transfer Program: Assistance is offered to CRC students who desire to transfer after graduation with a two-year degree 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 is also two-fold in 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 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 of student progress.

Level of Assessment			
PROGRAM	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- and Post-tests Homework, writings, Course grades
Associate in Biblical Studies	“General Bible Knowledge Test” Alumni Progress Survey	“General Bible Knowledge Test” Alumni Progress Survey	Pre- and Post-tests Course grades
Biblical Studies (B.A.)	In-house testing	In-house testing	Knowledge based
All Business (B.S.)	ETS-MFT*	ETS-MFT*	Knowledge based
Education (B. S. E.)	Portfolio, Praxis Tests**	Portfolio, Praxis Tests**	Knowledge based
Transfer	Alumni Progress Survey	Alumni Progress Survey	
Student Life	Alumni Progress Survey Institutional Survey	Informal Meetings Student Participation	

* A final score of 70% correct is required to pass this test, which is required for graduation.

** Praxis tests will be a major determinant to assess student overall effectiveness. Other evaluation methods will also be used throughout the student’s progress.

III. What is New in This Plan?

Recently, CRC’s Mission Statement contained four student learning goals. The committee realized that Goal 4 was contained fully within Goal 1 and Goal 2 was also fully contained within Goal 3. Therefore the committee was able to condense the four previous student learning goals into two. These were presented to and approved by CRC’s faculty, staff and Board. These two student learning goals are provided in CRC’s Mission Statement. They reveal what students are expected to accomplish and reveal some of the ways that knowledge will be put to use. The new goals are listed below:

Goal 1

The students will use their various experiences to build a philosophy of life consistent with Christian ideals that will lead them into a future service to God and community.

Goal 2

The students will acquire, evaluate, and make use of knowledge; solve problems individually and with others; prepare themselves for advanced studies; and develop a desire for lifelong learning.

A. Number of Committee Members

The Institutional Research & Assessment Committee (IRA) now has a total of eight (8) members. They are the Director of Institutional Research & Assessment (DIRA) – Larry Woodward, who is also Chair of the Division of Business Administration; Pam Cox, Chair of Mathematics Department; Kim Barnett, Faculty and Field Experience Supervisor; Heather Coats, Director of Distance Learning, faculty; Paul McFadden, College Registrar, Athletic Director, Campus Minister, Faculty; Mark Warnick, Learning Center Director and Faculty member; Dr. Rob Williams, Vice President for Academic Affairs, Education Division Chair, faculty, and faculty member, Rick McEuen.

B. Course Evaluations

1. A new and shortened version of the course evaluations was started a few semesters ago. This was designed to improve student participation.
2. Course evaluations will no longer be given to “every class in every semester.” It was decided to “conduct the course evaluations on every course the first time each school year the course is taught by an instructor.”

C. First College Level Mathematics Course

Beginning in the Spring of 2010, a new course was added that qualified as a first college level mathematics course. Until the Spring of 2010, College Algebra was the only course that met this requirement. The “Liberal Arts Mathematics” course was added as an option for students not needing College Algebra for their degrees. This course was considered to be just as sophisticated, therefore qualifying as a first level mathematics course, but since all degrees offered by CRC (except for the Bible degrees) require college algebra as part of their core curriculum, enrollment in this class is very limited. It is still offered, however, for Bible majors, or for students not enrolled in a degree program at CRC.

D. Dropping “Developmental Mathematics” Course

The course called “Developmental Mathematics” (MTH043) was dropped from the program several semesters ago due to low number of students enrolled, a limited number of instructors, and the belief that this course has not been adequately preparing students for “Beginning Algebra” (MTH053). MTH053 is considered sufficient to prepare a student for “Intermediate Algebra.” This course which has been analyzed in the past will not be considered any more.

E. Assessment for Bachelor Degrees

The assessment plans for both the B.A. degree in various programs of Biblical Studies and the B.S. degree in the various business programs as well as “hybrid” degrees (such as sports management) have been developed and implemented. More information on this will be given later in this report.

F. B.S.E Degrees in Elementary Education and Physical Education and Health

These two additional degree programs now been officially approved by both the HLC and state boards, to allow all graduates of these programs to be fully certified by the State of Arkansas.

G. Online and Hybrid Online Courses

The IRA committee instituted a process of assessing the online and hybrid courses and how well the students would compare the online classes vs. the hybrid classes (classes which meet one day per week, with all assignments and homework online) vs. the regular “on ground” classes. This evaluation will be included in later pages of this report.

IV. ACT & CAAP

It can easily be argued that the ACT and CAAP scores are more in line with the functions of the IRA than the Assessment of Student Learning. It is vital to understand where an incoming college student’s ACT scores and the exiting CAAP scores are in relationship to similar colleges across the nation, since this gives a better understanding as to the success the college has had in student learning. Therefore, before we examine the Developmental, General Studies and Biblical Studies Programs, we will set the stage by examining the ACT and CAAP scores of CRC students.

It should be remembered that CRC has more of an “open enrollment” philosophy than do many (most?) other colleges. Most colleges and universities **require** a minimum ACT score to be considered for admission in that college or university. CRC is much more lenient in that area. Some students who could not be admitted to many other colleges and universities are allowed to enroll at CRC, some on immediate academic probation, while others have no such restrictions.

However, the Director of Admissions stated that recently CRC has become a bit more restrictive in their admission policy. Any students with an ACT score lower than 15 (comprehensive) or a High School Grade point average below 2.0 (“C”) are being asked to retake the ACT test before their admission application will be accepted, in most cases. However, some students who are close to those scores might be admitted to CRC for one semester, to see if they will be able to handle the college level work. Others who apply are being encouraged to attend a “semester or two” at a Community College to see if they can handle college level studies. One reason for this is that Community Colleges often have lower costs and fees than can be offered at CRC. It would be terrible for a student or family to go into debt for a couple of semesters at CRC, only to find the student simply cannot yet handle college level classes. Our Director of Admissions has been given significant authority to approve or reject those “borderline cases.”

With that being said, here are our findings about the CRC scores.

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 each student needs. Applicants must provide their ACT scores to CRC before admission can be completed. These scores are used as the starting point in determining when students must be tested for placement in developmental work. When ACT scores are not available by enrollment time, ASSET scores become the basis for the college’s placement of students. Complete guidelines for using ACT and ASSET scores for placement are found in Appendix A of this report.

B. Analysis of CRC’s ACT Scores to Those of other 4-Year Colleges in the Nation

The results of this planning report will be based upon National four-year along with Arkansas overall average scores. Because there are fewer and fewer 2-year schools in the state of Arkansas, and the nation, data for such is difficult to obtain. And, since CRC was certified as a four-year institution, with the first graduating class in 2010, the four-year national and state data will be used for evaluation in this report. It should be understood that CRC still offers traditional A.A. degrees in general studies, so the results might be somewhat skewed against CRC, when compared to state and national average.

For the 2014 graduates of high schools in Arkansas, and in the U.S. (latest scores available) we find the following averages:

	U.S. Average	Arkansas	CRC*
ACT Composite	21.0	20.4	19.8
ACT English	20.3	20.1	19.2
ACT Reading	21.3	20.8	20.5
ACT Math	20.9	19.9	19.0
ACT Science	20.8	20.3	20.5

*The CRC scores are derived by a careful consideration of all students who have enrolled at CRC as Freshmen or Sophomores since the last report was filed, meaning they are more current than the national and state numbers. But when compared to the data contained in the last report, all numbers, except the Math scores, are significantly higher. Again, this may be considered comparing apples to oranges, since the US and Arkansas numbers are the latest available, from 2014, while the CRC numbers are from Fall of 2014 through Spring of 2016. However in preparing this report over recent years, we have found the US and Arkansas numbers to change very little from year to year.

Without other two- or four-year school’s data to which to compare this data, and just based on the raw numbers presented in the table above, it would appear that the students coming to CRC are slightly below average when compared to the graduates of Arkansas high schools, as a whole, and a little farther below average when compared to the national averages. [NOTE: Arkansas high schools ranked 39th nationally in ACT scores. Since CRC has more students from Arkansas than from any other state, these numbers should be expected. Other students at CRC come from Mississippi (48th), Tennessee (44th), Louisiana (47th), Oklahoma (31st), Texas (28th), Illinois (41st), Missouri (23rd) and Indiana (18th). The overwhelming majority of our students come from Missouri and Arkansas. So these rankings should be considered when comparing CRC’s ACT averages to the national overall scores.]

C. ACT Scores Below 19

It should also be remembered that CRC currently has on “open enrollment policy” (discussed above), which will admit some students who might not otherwise be allowed to attend a school of higher education. In fact, prior editions of this report tend to indicate that almost half of the students who enroll at CRC (40.8%) have ACT scores below 19. Results considered for the data given above reveal that only about 1/3 (36.5%) of our enrollees since 2014 have ACT scores below 19. This is a definite improvement since the data considered for the last report. This would indicate that more students are enrolling at CRC are ready for college level work. But that still

leaves us with about 1/3 of the recent enrollees who might not be quite prepared for college level work. It is for this reason that CRC has developed the developmental programs, which are designed to help such students be successful. The Board, Administration and Employees at CRC believe in giving opportunities to everyone who is willing to take the extra classes in these areas to prepare them for college level work in their future semesters.

It should be noted in the chart above that the gap between CRC and the national average is approximately the same in ALL areas covered by the ACT – just under 1 point below the national average in all areas. This could be accounted for by the low position (39th) that Arkansas graduates score as a whole, given that most of CRC's students come from Arkansas. However, it should be pointed that the state scores were higher, across the board from when this data was last reported in 2012.

It should also be noted here that in the state of Arkansas only 93% of high school graduates took the ACT test. Missouri was even lower at 76%, so some students come to CRC without having taken the ACT. The highest ACT score for CRC freshmen in 2014 was 26. The low was 13. Recall that the average of all CRC students who took the ACT was 19.8, well below the national average of 21.0.

For students who did not take the ACT, or for those who would like to try to improve their scores, the ASSET test is given. The ASSET covers three areas, English, Reading and Mathematics. These are the three areas that CRC offers developmental programs. Students who are assigned to take developmental classes may choose to take the ASSET test to see if they can improve their low ACT scores.

For incoming freshmen in Fall semesters of 2014-2015 there were 40.8% who scored below 19 on their ACT. This is well below the numbers of prior years (2012-2013), when over 40% (40.8%) of the students admitted to CRC scored below 19 on their ACT.

Breaking down the raw data, about 41% of CRC students scored below 19 in English. Only 27% were below 19 on their Reading scores. Math was the lowest, as usual, with 60% of students scoring below 19. And science was the highest, as usual, with only 22.5% of our students scoring below 19 on the ACT. This certainly indicates the necessity for the types of developmental programs that CRC offers.

D. Math Developmental Class Results

During the past several semesters at CRC, students who have enrolled in math developmental courses have fared as follows:

Spring 2015 – MTH073 – 6 enrolled, 3 failed, 3 withdrew.

Spring 2015 – College Algebra, students who were previously enrolled in developmental classes – 4 students enrolled and passed.

Fall 2015 –Beginning Algebra – 13 enrolled, 4 passed, 8 failed (5 were repeat fails) and 1 withdrew. Of those who passed, 2 completed and passed Intermediate Algebra and 2 did not take any more math classes.

Fall 2015 – Intermediate Algebra – 22 Enrolled. 10 Passed, 10 Failed (2 were repeat fails) and 2 withdrew. Of the 10 who passed and enrolled in College Algebra; 2 passed; 3 withdrew; 1 passed with a D grade; 2 failed; 2 did not attempt.

Spring 2016 – Beginning Algebra – 8 enrolled; 2 passed; 4 failed; 2 withdrew.

Spring 2016 – Intermediate Algebra – 7 enrolled; 1 failed; 1 withdrew.

So it is easy to see that for students who have difficulty with mathematics, these numbers will show that these developmental courses are doing what they have been designed to do – help students who are willing to put forth an effort. Sometimes it might take more than one attempt before the material in the course is mastered, but students who are willing to try are more than likely to be successful in the end.

CRC believes that many of these students would not have been able to achieve success under any college environment were it not for these developmental courses. Not only have some of the students been able to learn material that they had struggled with, but they also learned to build confidence in themselves so they could be successful in other challenges of their academic life, and perhaps life in general.

E. CAAP Test Scores

CAAP testing for Sophomores has always paid an integral part in CRC's student evaluations. When compared to national two-year institutions (which should still be considered because of the number of students who attend CRC for only two years to get their Associate's Degree) CRC has fared quite well, when compared to the national averages. For example, since 2007, CRC's students have equalled or exceeded the national averages for 2-year schools. And it might be noted here that, according to national data that could be recovered, the national scores have increased significantly in recent years. CRC's scores for the sophomores 2016 are as follows:

Writing – 61.3 (down from previous report)

Math – 55.7 (dn)

Reading – 56.2 (dn)

Critical Thinking – 58.2 (dn)

Science Reasoning – 56.2 (dn)

When compared to the numbers in the last report, the scores were down, some significantly. It should also be noted that these numbers are based on a very small sample (29 students took the test), so one or two low (or high) scores could certainly skew the sample.

The latest national averages for CAAP scores for four year schools that I could find were as follows:

Writing – 62.7
 Math – 58.7
 Reading – 61.3
 Critical Thinking – 59.7
 Science Reasoning – 61.0

So, if we put all these scores side by side, we arrive at the following table:

CAAP Scores	CRC	National 4-year	CRC Result
Writing	61.3	62.7	-1.4
Math	55.7	58.7	-3.0
Reading	56.2	61.3	-5.1
Critical Thinking	58.2	59.7	-1.5
Science Reasoning	56.2	61.0	-4.8

It should be noted, from prior issues of this book, that CRC's students have constantly been above national averages when two-year school data was considered. And since CRC now offers ten four-year degrees in in three disciplines (Education, Business and Bible), we have now seen fit to drop the comparisons to the two-year schools. But since CRC has been offering Bachelor's Degrees for only six years (since 2010), it is understandable that these scores might be somewhat lower than national averages. It is of concern, however, to the committee, that the scores dropped over the past two years.

F. Graduation Information

In 2016 CRC had 19 students who received Associate's Degrees and 25 who received Bachelor's Degrees.

In the Graduation Class of 2015, sixteen students graduated with Associate's Degrees and ten received Bachelor Degrees.

In 2013, 20 students received the Associate's Degree while ten received a Bachelor's Degree. The next year, 18 students received an Associate's Degree while 14 received a Bachelor's Degree. [NOTE: degrees were not differentiated by majors at this point because the emphasis was upon the number of students and types of degrees, not individual courses of study.]

So, what do these numbers mean? Can we determine if CRC is performing well in teaching students what they should be learning. Remembering that ACT scores are still lower than national averages in many areas, and given that CAAP scores for incoming students have been

slowly dropping over the past two years, and students who might not be able to achieve success at other institutions are able to be successful at CRC. So, with all things considered, it must be determined that indeed CRC is helping students learn successfully.

Let it also be remembered that the students who receive B.S.E. degrees in Education and those who earned B.S. degrees in Business must pass state/national tests to receive their degrees. That means that CRC students are compared to other students in other institutions across the state and country. It has been proven that our students, as a whole, are equal to, or in many cases, surpass students from other schools who have the same curriculum. Those students who receive either Associate or Bachelor's Degrees in Bible must pass an pre-designed in-house test that measures their knowledge of the Bible itself. Our Bible Department faculty takes the preparation of this test very seriously, as they want those students who are employed by churches to be able to function properly in that environment.

V. Developmental Program/LINK

The Developmental Program (LINK) 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 two 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 courses.
4. For better motivation, the scores developmental students make on the 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 the regular test in the course.
5. The state of Arkansas passed new legislation in 2009 stating: *"The board, in collaboration with state-supported institutions of higher education, shall develop by institution uniform measurable exit standards for remedial courses that are comparable to the ACT or SAT equivalent required for college-level enrollment in credit courses to be implemented no later than the fall semester of 2010."* Although it is CRC's policy to voluntarily go under all state regulations, since there has been a lot of confusion and turmoil over this legislation, CRC has decided to continue its current policies until the state colleges and universities can sort out some of the practical applications of this recent legislation.

B. English

Students who pass all required Developmental English courses with a letter grade of "C" or better, will be deemed competent to enroll in English 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:

- 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.
- 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. Evaluation of Results:

Because of an almost complete turnover in this area of our program, no results were available for the most recent semesters. However, listed below are the results taken from the last report.

With so few in our developmental classes, it is feared that the results will not be completely reliable. CRC’s “Open Enrollment Policy” (as discussed earlier) allows students who might not be ready for college level work to enroll and take developmental classes, designed to prepare the student for future college level classes. It would appear that many of those students who enroll in the developmental classes either do not understand the work required, or are unwilling to do the work necessary to prepare themselves for college level work in the future. From the time records were kept in these areas, until 2010, the percentage of students successfully completing the developmental classes and have success (defined as a “C” grade or better in the college level work) was extremely low – well below our 50% goal. The averages were actually under 20% -- low of 15.6% and a high of 17.8% during that time.

A re-evaluation was done recently and new approaches and presentations were made to see if it would help the students be more successful. Again, the numbers are quite small, so a single low (or high) score could skew the entire sample. The results in the past couple of years are as follows:

LINK Program (English)						
Year	Number Enrolled	“C” grade or better	Below a “C” grade	Withdrew (“W” grade)	Advanced to ENG113	“C” grade or better in ENG113
2013	34	29	1	1	29	18
2014	31	24	1	3	24	16

It should be noted here that, due to the dedication of our faculty and the students’ desire to be successful in college work that our goals of 50% + success rate was indeed achieved in this area.

Some believe that the policy of accepting students who do not demonstrate the ability to be successful in college level work through their CAAP and/or ACT scores should be discontinued because some students are simply not cut out for college level work. Those not ready should either prepare themselves more before applying for admission, or find other continued education in opportunities and establishments. (One comment was that other colleges have entrance guidelines [certain ACT scores, for example], and students who don't meet those requirements simply should not be considered, that the college should have certain standards to uphold, and should not be a trial ground to see if the "unqualified" can make it or not. And we are finding out that the overwhelming majority simply cannot complete the course of studies required for a college degree at CRC).

In recent years, certain admission guidelines have been adopted by the CRC admissions staff, but many students are still accepted – on a probationary status – who might not otherwise qualify for enrollment in a college/university. While our admission requirements are still below some other institutions, we are finding that some students who might not be allowed into other colleges are actually doing acceptable work on the college level, while, indeed and sadly, some are not. It is a simple fact, as stated earlier, that some students are simply not "college material" – they simply cannot do the work that is required to earn a college degree.

To put it bluntly, we believe that these students should be given a chance to see if they can utilize the college environment to obtain knowledge and skills which will make them more useful in the workplace, and the best way to do that is to enroll in a college and undertake the challenge set before them. Some are indeed successful in this, while others will fall by the wayside. But the ones who are successful in improving themselves through these developmental courses will be rewarded with opportunities that otherwise would not be available to them. We are finding that many of these students come from *family backgrounds where not a single member of the family has ever attended college* – this student is the first. And successful or not, the pride when the acceptance letter is placed in their hands is immeasurable. But the study is continuing.

B. Mathematics

Students who pass a developmental mathematics course with a letter grade of "C" or better are deemed competent to advance to the next higher level mathematics course. Therefore, those passing all required developmental mathematics courses with a letter grade of "C" or better will be deemed competent to take College Algebra.

At the end of any developmental mathematics course, all students are required to take the appropriate mathematics portion of the post-ASSET Test. We should note here that in 2010, the course "Developmental Mathematics" was discontinued, leaving "Beginning Algebra" and "Intermediate Algebra" as the only two developmental courses which can be taken by students to prepare them for College Algebra.

The program objective was: "Students will be able to perform arithmetic and algebraic operations at a level required for success in College Algebra."

The results were evaluated according to the following criteria:

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

Again, with so few in each class, a true picture can be seen only by looking at composite scores over time. From the time of our last accreditation visit, students were successful in the “Developmental Mathematics” class (now dropped) 67.5% of the time.

Those students attempting to advance from “Beginning Algebra” to “Intermediate Algebra” were successful (according to CRC goals) 38.5% of the time.

Students trying to advance from “Intermediate Algebra” to the next level were only successful (according to CRC goals) about 48% of the time.

The success rates from both the “Beginning Algebra” and the “Intermediate Algebra” were below the goals set by CRC. However, these numbers should be understood to include several students who are unsuccessful who attempt the course(s) more than once, therefore contributing to the lower numbers. Some of these students ultimately are successful in completing the assignments required and after repeated failures, are allowed to move on to College Algebra. So the ultimate pass/fail rates should be reflected to include students who might fail to achieve success more than once. However, the information received does not include this fact over the years until 2010.

Results of the LINK Mathematics program are listed in an earlier portion of this report.

Actions and Changes to the plan:

The Mathematics Department along with the Developmental Committee is taking a long look at the reasons why the developmental students are not reaching the goals set by CRC concerning the progress to be successful in the progression to the next level mathematics, or in the higher than desired drop-out rate of the developmental students in College Algebra.

The Math Developmental Committee has decided that the dropping of Developmental Mathematics from the program, allowing students to begin their developmental classes with Beginning Algebra, and advancing to Intermediate Algebra as preparation for College Algebra, would be sufficient to evaluate a student’s aptitude for success in College Algebra. They are still looking with intense interest into the results to see what can be done to improve students’ success in these areas.

VI. General Education Program

In the General Education Program, students are given access to knowledge and thought processes needed to reach the two Student Learning Goals found in the college's mission statement. Therefore, the General Education curriculum is specifically designed (See Appendix B) 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 two Students Learning Goals are at the core of the General Education. They are as follows:

A. Student Learning Goals

Goal 1

The students will use their various experiences to build a philosophy of life consistent with Christian ideals that will lead them into a future service to God and community.

Goal 2

The students will acquire, evaluate, and make use of knowledge; solve problems individually and with others; prepare themselves for advanced studies; and develop a desire for lifelong learning.

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 two 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 communications to 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

As is noted in the chart below, there are some overlaps in the student learning goals, as determined by CRC. The learning goals are contained on the chart found on the next page of this report.

Learning Goal #1		Learning Goal #2
Christian Values		Christian Values
Effective Communications		Effective Communications
Critical Thinking		Critical Thinking
Independent Lifelong Learning		Independent Lifelong Learning
Information Literacy		Human Awareness
Scientific Awareness		
Computational & Technology Skills		
D. Overview of Assessing Student Learning At CRC		
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 (APS) 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 CMM133; Have \geq 75% approval rating on questions 50 & 51 on the Alumni Progress Survey (APS). Course level assessments in Math, English and Social Science.
	Christian Values	Exit General Bible Knowledge Test (GBK) with a \geq 10% increase over Entry BK Test. Have \geq 75% approval rating on APS question 48 of the Alumni Progress Survey on behaviors.
	Lifelong Learning	Have \geq 75% approval rating on questions 43, 44, 45 of the Alumni Progress Survey on learning; Have a \geq 50% approval rating on APS question 46 for civic activities
Goal 2: 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 CMM133; Have \geq 75% approval rating on questions 50 & 51 on the Alumni Progress Survey (APS). Course level assessments in Math, English and Social Science.
	Christian Values	Exit General Bible Knowledge Test (GBK) with a \geq 10% increase over Entry BK Test. Have \geq 75% approval rating on APS question 48 of the Alumni Progress Survey on behaviors.
	Lifelong Learning	Have \geq 75% approval rating on questions 43, 44, 45 of the Alumni Progress Survey on learning; Have a \geq 50% approval rating on APS question 46 for civic activities.
	Scientific Awareness	Scientific Awareness CAAP average \geq 2-year national average longitudinal stability. Course Level assessments in Biology and Physical Science.
	Computational/ Technological 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 & 42 on the Institutional Survey on obtaining and utilizing information.

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:

- a. The average score in Critical Thinking for CRC qualified¹ students taking the CAAP test will equal or exceed the National two-year College average.
- b. The CAAP average over time will show longitudinal stability².
- c. Course Level Assessments such as:
 - 1) Pre-Test and Post-Test in College Algebra.
 - 2) Subjective evaluations of essays.
 - 3) Social Science courses level assessments.
- d. Outcomes of the Evaluation Processes:

From the CAAP data chart on page 17 of this document, CRC students scored below the national average for four-year schools, but only slightly below the national average for two-year schools. Since we are currently in the transition phase from a two- to four-year school (currently only two baccalaureate degrees) we feel that both comparisons are necessary. It also appears that the national average scores for both the four-year and two-years schools has slowly been going up, the CRC scores have been about the same, with very slight decreases over the past four years.

Actions & Changes to the Plan:

The only change recommended to the Critical Thinking assessment was to encourage more of the core course level evaluations. This was presented to the faculty and actions are either in force, or being planned.

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:

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

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.

³ Op.cit Footnote 2 above

⁴ Op.cit Footnote 3 above

Outcomes of the Evaluation Process:

The same evaluation of the Scientific Awareness program(s) can be used as with the (above) Critical Thinking. The National scores, both of two- and four-year schools have slowly been going up, while at CRC the scores have slowly declined. However, the smallness of the sample, when compared to the national averages, should be considered. When averaging these scores, as a whole, one low score can bring down the entire sample. Since I was given only totals and averages, it is not possible to determine if indeed that happened, or if all the scores were generally lower.

Actions & Changes to the Plan

The only recommendation made was that the science classes become more intensive and perform more 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:

- a. There will be a 75% or more approval rating on questions 52 & 53 on the Alumni Progress Survey.
- b. There will be a 75% or more approval rating questions 38 & 39 on the Institutional Survey on diversity.

Outcomes of the Evaluation Process:

Actions & Changes to the Plan

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

Evaluation:

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

⁵ Ibid.

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:

- a. The average score in writing for qualified⁶ CRC students taking the CAAP test will equal or exceed the National two-year College average.
- b. The CAAP average over time will show longitudinal stability.
- 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.”

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:

- a. There will be a 75% or more approval rating on questions 54 & 55 on the Alumni Progress Survey.
- b. There will be a 75% or more approval rating on questions 40 & 41 on the Institutional Survey on diversity.

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 scores as a sophomore over their entry scores 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.

8. Independent Lifelong Learning

⁶ Ibid.

⁷ The qualified student is a Non-Biblical Studies 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 Biblical Studies Department.

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 relates to professionsl journals and organization.
- c. We will have at least a 75% approval rating on the “Alumni Progress Survey” question concerning participating regularly in activities within a 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:

While an overwhelming majority of the teachers had at least a 75% in all the criteria included in this question, some with 100%, there were still a few teachers who scored below the desired 75% in one or more areas. Each teacher has received a precise scoring for each individual class taught, and is expected to determine what to do personally to improve the score(s) for the upcoming semesters. Continued scoring below 75% will lead to a meeting with the department head, to determine plans for improvement.

Overall, in the upper level subjects (Bible and Business), teachers scored 75% or better on 94 out of 142 possible opportunities, or 66.2%. In lower level classes (core classes for all majors, and for the A.A. in General Studies), teachers scored 75% or better on 167 out of 234 possible opportunities, or 74.75 %. (NOTE: Due to the small number of teachers at CRC, and the fact that some classes were not evaluated, one or two teachers with low numbers will skew the results. In fact, for the upper level teachers, only five scored below the 75% overall, but these scores resulted in a drastic skewing of the scores. Without these three scores, the overall results would have been almost 90% approval ratings. The numbers would be similar for the core course teachers.

Our studies tend to indicate that overall, our faculty continues to increase in their own personal learning, both for future classes and for their own personal knowledge growth. That learning tends to come from a variety of sources, books (both written and electronic), from the Internet, from personal attendance to workshops, etc. One negative trend is that some teachers did not keep current with professional journals and organizational memberships. Faculty members did extremely well with involvement in church and civic activities.

Actions & Changes to the Plan

Individual teachers, along with the Vice President of Academics and their individual department heads, have already been given the results of the outcomes of these class evaluations, as well as comments made by individual students pertaining to their classes. Teachers are expected to consider the student evaluations and comments, and if found to be valid, they are expected to make such corrections as will improve their evaluation scores. It should also be kept in mind, that a single student who dislikes a teacher for whatever reason, can have a tremendous impact in the teacher's individual performance scores, given the very small numbers in most classes. This is to be considered in the evaluation process of the teacher.

VII. Biblical Studies Program

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

1. **Biblical Studies Program for General Education:** This part of the Biblical Studies programs is currently assessed as part of the General Education assessment of student learning. See "Christian Ideals" Section in the previous section D. 7 page 26 for details.
2. **Biblical Studies Program for Bible Studies Majors (Associate in Biblical Studies A.B.S.):** 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 Biblical Studies.
3. **Biblical Studies Program for Biblical Studies Majors (Biblical Studies B.A.):** It has been decided to use two tools to assess this program at the program level. First, we will look at the attrition rate of students coming out of CRC's A.B.S. Biblical Studies degree and were able to complete the B.A. degree in Biblical Studies within two years. Secondly, we will use an in-house test of Biblical knowledge to be used as an assessment tool at the program level. The exam was constructed by five of the instructors who teach the upper-level courses contributing course-specific questions for the exam. The exam is multiple-choice (four answers from which to choose), with fifty questions (four questions each from Greek Readings, Letters of Paul, General Letters and Revelation, Biblical Interpretation, Advanced Introduction to the Old Testament, History of the English Bible, Advanced Introduction to the New Testament, The Restoration Movement, Introduction to Christian Counseling; three questions each from Historical Books of the Old Testament, Poetic Books of the Old Testament, Prophetic Books of the Old Testament, Personal Evangelism; and two questions from Orientation to Religious Studies). The questions from the various courses are randomly mixed. The focus is upon the following:

**Biblical Knowledge
Christian Service Activities
Baccalaureate in a Biblical Studies-Related Field
In-House Biblical Knowledge Test for the B.A. Degree.**

**A. Biblical Knowledge for Biblical Studies Majors:
(Associates in Biblical Studies A.B.S.):**

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 Biblical 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:

The latest evaluations of students on the Bible Knowledge Test were in the Fall 2012 semester. The outcomes of this test are stated below.

Pretest:

This test is given to ALL incoming Freshmen enrolling for the first time at CRC. In the past two years, seventy-seven incoming students took the test. The average (mean, as below) score of all students was 58%. Thirty of the incoming students were declared Bible majors. The average score of the Bible majors was 78%. This means that the average of the non-Bible majors was 54%. The highest score earned was by a Bible major – 98%. The highest non-Bible major score was 88%. Lowest score overall was 29%, and the lowest score by a Bible major was 69%. Results indicate that of the 27 non-Bible majors, 22 raised their overall scores by an average of nine points, three remained the same and two scores dropped by an average of 3.5 points. Of the Bible majors, 16 of the 20 raised their scores by an average of nine points, two remained the same and two scores were lower by an average of 6.9 points. When all students, Bible majors and non-Bible majors are considered together, their scores increased by an average of 7 points.

These scores would seem to indicate that the Bible teachers and curriculum is indeed doing a good job in the teaching of the Bible to these students.

B. Christian Service Skills for Biblical Studies Majors (A.B.S.)

Objectives: 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.

C. Seeking Baccalaureate Degree for Biblical Studies Majors (B.A.)

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

Evaluation:

1. Fifty (50) percent or more of the graduates of the Biblical Studies program, who graduated at least three years ago and who respond to a survey will have completed a Baccalaureate degree in a Biblical Studies 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 Biblical Studies related field.

Outcomes of the Evaluation Process:

According to the most recent data received from the CRC Alumni, well over 50% of the Bible majors were employed full-time by a church in some ministry/teaching related field. This is cited because one of the goals previously stated was a minimum employment rate of 50%.

Actions & Changes to the Plan

Alumni reported overwhelmingly (over 75%) that the classes and instruction they received at CRC helps them do the work they are hired by the individual churches to perform.

D. Bible Knowledge for Biblical Studies Majors (Baccalaureate in Biblical Studies B.A.):

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

Evaluation:

1. Graduates will score an average of 80% on the B.A. Biblical Studies Exit Exam.
2. Graduates will maintain a minimum GPA of 3.0 on all upper-level Bible or Bible related courses.
3. At least 75% of juniors entering the Biblical Studies program will graduate within three academic years.
4. The college will track Biblical Studies graduates as they enter the workforce and/or continue to pursue post-graduate opportunities.
5. Future testing will provide the college with trends by which to better evaluate and measure outcomes.

Outcomes of the Evaluation Process:

Posttest (Bible Majors):

This test is given to all Bible Majors earning the Bachelor of Arts Degree in Bible. Students are required to earn an 80% overall approval rating on the test. During the Spring Semester of 2014, seven graduating students took the post test. Six earned at least the 80% required, with a low passing grade of 80%, and a high grade of 98%. Class average was 88%.

VIII. Business B.S. Degree

Objective: Students completing the degree will have the sufficient knowledge and understanding of the fundamental principles of the information necessary to be successful in any of the four business majors from which they may choose to major: Accounting, Management, Marketing or Business Administration. Class materials are designed which will enable students to be Christian servants and administrators in the world of Business.

Evaluation:

1. At least 55% of the graduates will score at or above the national 50 percentile level of the “Baccalaureate Business Administration” Major Field Test (MFT). [NOTE: Originally, we set the goal to be 75% of B.S.B.A. graduates to be at the 50th percentile or above, but “real world” statistics proved that was not a reasonable goal, so with consent of administration and the Business Department faculty, this number was lowered to a more realistic 55%. Obviously, we would like for the number to be closer to 75% than 55%, but we have to be realistic here.]
2. CRC as a school will score at or above the national 50 percentile level on the “Baccalaureate Business Administration” Major Field Test (MFT).
3. All business administration graduates will have at least a GPA of 2.0 (4.0 scale), in all course work and maintain a minimum of 2.5 GPA in all business administration or business administration related courses.
4. At least 50% of juniors entering the Business Administration program will graduate within three academic years.
5. The college will track Business Administration graduates as they enter the workforce and/or continue to pursue post-graduate opportunities.
6. Future testing will provide the college with trends by which to better evaluate and measure outcomes.

Outcomes of the Evaluation Process:

The first year of our B.S. in Business Administration, it was determined that CRC should obtain some evaluation tool to help us measure our students’ learning of the core (and elective) courses. To be honest, we had no idea of what tool(s) would be available to us. The IRA chairman at the time, Alvin Leach, found several evaluative tools for us to consider. It was decided that we would use the Educational Testing Services’ (ETS) Major Field Test (MFT). This decision was reached in March of 2010. To be honest, we had little or no idea how to help our students prepare for this national test, nor what would be included on the test, and the students had less than a month to do any preparations at all. So, our students undertook this Major Field Test with little or no review. One student scored in the 85th percentile, nationally, while the other four candidates for graduation scored below our goal of the 50th percentile, nationally.

The next year we understood the process a little better, and we had two students who took the MFT, with both scoring in the 95th percentile, nationally. To help these students, we set aside several entire days of regular school classes during the weeks just prior to the date the MFT was to be given, and had all the business teachers come in to review the classes each taught. This seemed to work quite well, as our students both scored quite high.

But our research continued. We found that many schools had a class, called the “Business Capstone” class (or a similar title) which was to last for an entire semester, consisting of reviews, practice tests and lectures by the various teachers in their field of expertise, etc. So, beginning with the graduating class of 2012, this class became a mandatory “core course” for all of our B.S. B.A. graduates.

In 2012, we had seven graduates, with the following results. Two of the seven scored at or above the 80th percentile, nationwide. One student was well above the 50th percentile. Two students were right at, although slightly below, the 50th percentile. Two students scored significantly below that 50th percentile goal. Still, we can see how this class has helped the students prepare. (NOTE: In all fairness, one of the students who scored the lowest, had a stomach virus that day, and should not have come for the test, but we had not made any other arrangement. We SHOULD have made the MFT available to that student at another time, but we didn’t.) Perhaps his low grade could be partially attributed to this. We have also determined that in the future (2013 and years following), such will be taken into consideration, allowing for illnesses and such like. To be sure, everything will still be done according to the rules and regulations of the ETS, who stringently supervise the testing procedures.

For 2013, seven students took the MFT and graduated from CRC with their B.S.B.A. degrees. Of those seven, four scored above the 70th percentile, with three students below the 50th percentile.

In 2014, we had two students graduate CRC with their B.S.B.A. degrees. Neither student seemed to take the MFT very serious, and both had family/business difficulties which required them to miss several of the assigned class sessions. While materials were given to them to study on their own, it was proven not very effective. This is why this class is deemed so very important. (Both students finished below the 50th percentile, nationally).

In 2015, six students enrolled in and passed the MFT. Two students scored above the 90th percentile, nationally, and one other was in the top 25% of the nation. All but one student achieved at least the 52nd percentile, nationally. So, in 2015, five of our six students were in the top ½ of students who took the exact same test on a national level. We think that speaks well of our faculty, our curriculum and of our students who prepared themselves.

Spring of 2016 found eight CRC students taking the national MFT. One student scored in the top 4% of the national scores, two others were above the 80th percentile, one above 70th percentile and another in the 63rd percentile. So, again, five of our eight students scored well above the national average. In fact, CRC scored in the top 85th percentile of the nation, as a school. Again, we feel that these results show that our programs and plans are indeed working. Our goals of 55% of our students scoring above the national average are more than being met in the last two years, at least.

Actions & Changes to the Plan

Since this evaluation is still very new to us, we are always looking for ways to help our students be better prepared to undertake this examination. Reviews seem to be the best way, since most of the graduates have been enrolled in business classes for four or five years, and some of the earlier freshman and sophomore business classes might have been forgotten. We search every year to see if we can find better ways to help our students prepare for this MFT. We take into

consideration what other schools are doing, student comments, and teachers trying to make their own class lesson materials fall more into line with the materials that the ETS believes is important for business students leaving school and entering the workplace to know. This program is new to us, and with the very small numbers who have completed the entire process, it will take a while before we can build up a large enough data base to begin to make any predictions or form any valid opinions. So we are keeping our options open.

IX. Bachelor of Science in Education Degree Program

This is a new degree offering by CRC, but all the necessary “red tape” for this type of program to be fully accredited and enabling licensure have been met.

The list of Education Degrees being offered now by CRC are listed earlier in this booklet.

Multiple data will be gathered to triangulate and assess the overall effectiveness. Praxis exam pass rates will be monitored and reviewed to identify potential weaknesses. Praxis workshops will be offered to assist students with deficit areas. Students will be given end-of-course institution-created surveys to gauge student satisfaction with the course, solicit input for areas of improvement, and overall evaluation of the specified course. End-of-course grades will be considered in the evaluation of the program. Observations with anecdotal evidence will be conducted by the department chair and/or peer instructors. Additionally, mentor teachers during field experiences and internship will complete evaluations regarding the teacher candidates. The Danielson Framework for Teaching/Arkansas' TESS (Teacher Excellence Support System) will be used during observations. Additionally, instruction and assessment of specific components of the Framework are integrated into specified courses throughout the program. Exit interviews will be conducted with students to identify areas of improvement. Students are also required to assemble a portfolio throughout the program which contains artifacts (organized by the 10 InTASC Standards) that demonstrate their knowledge and abilities in content and pedagogy. The portfolio is assessed multiple times throughout the program.

The Department of Teacher Education (DTE) will engage in regular and systematic evaluations directly linked to the vision and mission of the college and the DTE. At the end of each course, the students evaluate the course content, and the results are recorded by the Institutional Research and Assessment (IRA) designee and passed on to the Dean of Academic Affairs and the department chairs for review and action. Annually, faculty self-assess their work completed and review the institutions practices and physical plant. The evaluation objectives and tools are reviewed annually by the IRA committee. The results of the IRA assessments and the DTE student assessments will be used to improve curriculum as needed.

The IRA uses four steps in their Evaluation Process: plan, evaluate, report, action. The assessment plan has been developed, reviewed, and/or approved by all stakeholders, including students. Each syllabus contains the applicable Student Learning Goals, General Education Criteria, the Arkansas Teaching standards, Framework standards, the ISTE criteria, and the appropriate CAEP SPA standards. The data collected and information revealed through analysis is passed on to the DTE Chair for formulation of action plans as needed. Once the improvements are made, a new assessment plan is approved for the next assessment cycle.

Each department develops methods for assessing competence in each course. The DTE has established assessment tools/criteria for each course with a number or percentage of passing to determine success. The TESA system will be used to determine effectiveness by establishing a goal of 50% of those that express interest will complete the BSE program and that 80% of those that pass TESA 3 will go on to complete the degree (Arkansas standard).

In addition to the current IRA's assessment plan for all courses, the DTE will implement the following assessment tools to fully evaluate the effectiveness of the Unit's performance:

- Pre- and post-tests on course content for all DTE professional courses,
- Specialized evaluations (Diversity Rubric, Writing Rubric, and Dispositions Rubric) that are included in designated classes and given in a pre- and post-evaluation format.
- Praxis II Content and PLT results will also be used to identify strengths and weaknesses in the program for improvement purposes.

Additionally, the DTE intends to track students' employment status for up to 3 years to the greatest extent possible. The DTE will contact alumni and students' employers to receive feedback to the greatest extent possible. The DTE is in the process of developing an employer survey for this purpose. In addition, the Arkansas Department of Education is in the process of developing a system of post graduation data collection to assist all Arkansas educator preparation programs in determining program effectiveness.

X. Course Level Assessments

Each teacher has been given the autonomy to conduct each class according to his/her ideas and plans. Most course level assessments are conducted by in-class presentations, out of class (homework) assignments and through examinations which cover materials covered in class. Homework might include (but should not be considered limited to) term-papers, problems included as part of the end-of-chapter work in the text book, book reports, research assignments, online research, or any other project which the teacher might deem necessary to help students demonstrate the desired accomplishment of the individual class. In-class projects could include (again, but not be considered limited to) testing, oral or written reports presented to the class, laboratory projects, reading assignments and any other assignments which the teacher deems necessary to help the student achieve the goals of the particular class.

Course level assessments are generally based on the collection of the individual students' completion of the assessments and are presented in the form of the "usual" grading system, in which a student is awarded a grade, based on the quality of the student's work presented during the course of completing the assignments given by the teacher.

Institutional Research

There will be an overlap of some items involved in Assessing Student Learning and the items found in evaluating Institutional Research. Also, some items found in Institutional Research will further support the Student Learning Goals and the General Education criteria, and they will also include many other items that tell us whether or not we are doing 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

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

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 four-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 other 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.

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

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

Evaluations:

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).

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 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 will be provided by members of the communities where CRC alumni live and work. (This is an indirect measurement tool.)

B. Rest of Survey

The rest of the Alumni Progress Survey is used by individual segments of the college and 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 of the rest of the survey can be seen in...

III. First Time Student Survey

This survey is primarily used by the administration department to improve their efforts in recruiting 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 is 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 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 #15 of the “Course Evaluation” for each course.

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% approval rating for each course on question 16 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 7 through 14.

Outcomes of the Evaluation Process can be seen from information presented earlier in this report.

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 scaled (0 = no opinion), which corresponds to a 75% approval rating of the textbooks for the course. Question 17 of the “Course Evaluation” for each course is used to assess this criterion.

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.

Faculty members fill in their information and a summary data collection questionnaire is used to keep the totals.

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.

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 need 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 on 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 on the “Institutional Survey.”
3. 75% of the full-time students will participate in at least one intramural activity.
4. Alumni will have an average of “4” on the 0 – 5 scaled (0 = no opinion), which corresponds to a 75% approval rating on the intramural program (question #36 of the Alumni Progress Survey).

Outcomes and Evaluation of the Intramural Program:

From student and faculty responses to the questionnaires (see sample questionnaire at the end of this report), it is determined that the goals of the program are being met. Many different intramural activities (from football to basketball to Scrabble to chess, and many others) are being

well-received by our student population, and from faculty as well. In fact, many of the activities include faculty vs. student scenarios.

C. 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 meet 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:

Students state that they really enjoy the student-led activities, from devotional services, to chapel services, to dorm devotionals, etc. They state that it gives them good training for their future ministries in their chosen church.

D. College Sponsored Recreation

Examples of recreational activities: Hay Rides, Coffee Houses, Dorm Open Houses, Christmas Parties, Athletic 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:

Students actively participate in the above listed activities. The 75% percentile is met on these activities.

E. Spiritual Enrichment Activities

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

Objective: To maintain spiritual activities that meet 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 and # 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 and # 34 concerning spiritual growth and the Campus Ministry on the “Institutional Survey.”

F. 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 and # 40 concerning the spirit, 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.”

Appendix A: Placement Scores

Placement Procedures

A. Mathematics

1. Students entering with their latest ACT score of 21 or above will be placed in College Algebra, Elements of Statistics or Business Statistics.
2. Students entering with the latest ACT score of 17 – 20 will be placed in Intermediate Algebra. Students desiring to be placed into College Algebra will take the Intermediate Algebra ASSET test and if they score 40 or above, they may be placed in College Algebra, Elements of Statistics or Business Statistics.
3. Students entering with their latest ACT score of 16 and below will take the Intermediate Algebra Test and will be placed based upon the above table.
4. Liberal Arts Mathematics is no longer available. It was mentioned in the 2010 edition of this report, but it was decided that all students, regardless of major, will need to take college-level algebra as part of the core curriculum.

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 two 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 for 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: Letter from Higher Learning Commission



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March 18, 2015

Mr. Ken L. Hoppe
President
Crowley's Ridge College
100 College Dr
Paragould, AR 72450-9731

Dear President Hoppe:

This letter serves as formal notification and official record of action taken concerning Crowley's Ridge College by the Institutional Actions Council of the Higher Learning Commission at its meeting on March 10, 2015. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of Crowley's Ridge College with the next Reaffirmation of Accreditation in 2024-25.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at <http://www.hlcommission.org/isr-request>.

Information on notifying the public of this action is available at <http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html>.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Mary Vanis. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley
President

CC: ALO