



Institutional Research & Assessment Report

**Academic Years
2019-2020
2020-2021**

This report is designed to view the progress that has developed in regard to assessment, student learning, and alignment of instruction over the last two years.

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Treka D. Clark
Director of Assessment and Institutional Research

Academic Assessment Committee	Operational Assessment Committee
Marta Summitt, Chair	Erica Richardson, Chair
Treka Clark (ex officio)	Liz Brown
Heather Coats	Treka Clark
Brian Davis (ex officio)	Brian Davis
Darah Watson	Richard Johnson
Carissa Winn	Paul McFadden

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.

I. Mission and Goals

A. Mission of the College

Crowley's Ridge is a private, four-year, church affiliated but autonomous, coeducational liberal arts college, providing for its students a balanced course of studies appropriate for Bachelor and Associate degrees. While the College is affiliated with the Churches of Christ, students of all religious backgrounds are welcome at Crowley's Ridge College. The student population comprises both non-traditional and traditional residential and commuter students. The College is committed to a continual emphasis on the integration of scholarship, critical reasoning, and the spiritual dimension of life. Preserving a commitment to a tradition of small class sizes and a philosophy of open enrollment helps the College maintain a focus on the whole student as an individual.

B. Student Learning Goals of the College

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.

II. Assessment at Crowley's Ridge College

The institutional assessment process at Crowley's Ridge College is overseen by two committees. Each assessment committee is led by a committee chair and all assessment activities are facilitated by the Director of Assessment and Institutional Research. Updated policies and data are contained in this Assessment Report which is posted on the College's website. Policies, forms, data, and committee minutes are also archived on Moodle.

A. Academic Assessment Committee

The membership of the Academic Assessment Committee shall include the following:

1. Director of the Learning Center
2. Director of Assessment and Institutional Research (ex officio)
3. Vice President for Academic Affairs (ex officio)
4. Three faculty members appointed by the Vice President for Academic Affairs to serve a two year term

The Academic Assessment Committee supervises the assessment of student learning outcomes at both the program and institutional levels. The Committee also oversees the periodic program review process and the assessment of co-curricular activities. Policy changes and other actions taken by this committee take effect only upon approval of the committee minutes by the Faculty Senate.

The Chair of the Academic Assessment Committee:

1. Coordinates the efforts of the Academic Assessment Committee
2. Must be a voting member of the Academic Assessment Committee
3. Appointed by the Vice President for Academic Affairs to serve a two year term
4. May serve no more than two consecutive terms
5. Prepares agenda
6. Chairs the meetings of the Academic Assessment Committee
7. Receives an annual stipend of \$1200

B. Operational Assessment Committee

The membership of the Operational Assessment Committee shall include the following:

1. Director of Assessment and Institutional Research
2. Director of Human Resources and Student Development
3. Vice President for Academic Affairs
4. Vice President of Student Affairs
5. Vice President of Operations

The Operational Assessment Committee supervises the assessment of operational unit goals and objectives. The Committee ensures that the goals and objectives of each operational unit support and reflect the goals and objectives of the College as listed in the Strategic Plan. The Committee oversees the operational periodic program review process. Policy changes and other actions taken by this committee take effect only upon approval of the committee minutes by the Executive Committee.

The Chair of the Operational Assessment Committee:

1. Coordinates the efforts of the Operational Assessment Committee
2. Must be a voting member of the Operational Assessment Committee
3. Appointed by the Director of Assessment and Institutional Research to serve a two year term.
4. Has no limit of the number of terms that may be served consecutively
5. Prepares agenda
6. Chairs the meetings of the Operational Assessment Committee
7. Receives an annual stipend of \$1200

C. Standing Committee Guidelines

Standing committees to facilitate the operation of the College are comprised of faculty, staff, administrators, and students, and are appointed by the Executive Committee.

1. Begin by formally calling the meeting to order
2. The first item on the agenda should be discussing/approving the minutes from the previous meeting
3. The remaining agenda items should be covered in the order in which they appear unless there is a formal vote to modify the agenda
4. The Chair should enforce standard rules of order (Roberts)
5. End by formally adjourning the meeting.

Note: Agendas should be made available to committee members no less than one week in advance of the meeting. Minutes should be posted to Moodle no more than one week after the meeting. Actions must be approved in accordance with college procedures before becoming policy.

D. Director of Assessment and Institutional Research

The Director of Assessment and Institutional Research has primary leadership responsibilities for planning, implementing and coordinating the assessment and data analysis activities of the College. In assuming these responsibilities, the Director must work closely with Division Directors, administrators and members of the faculty. The Director of Assessment and Institutional Research is appointed by the Vice President for Academic Affairs and serves a one year term. There is no limit on the number of terms that may be served.

E. Steps in the Assessment Process

Academic and Operational Assessment activities at Crowley's Ridge college proceed in distinct steps. These steps can be summarized as a continuous cycle of planning, evaluating, reporting, taking action and making changes to the plan.



III. Enrollment

It is an operational goal of the College to increase enrollment annually as measured by the fall census date (11th day reports) headcount. The THRIVE2025 strategic plan, which was approved by the College's Board of Trustees in September 2020, offers an overview of the College's commitment to increase its enrollment to 500 students within the strategic plan's five year timeline. Per Dr. Richard Johnson's Presidential Vision, Crowley's Ridge College is committed to increasing its enrollment to 500 students by expanding degree programs, improving student retention, expanding admissions recruiting efforts, providing improved financial aid services, increasing online classes, working with other colleges, universities, and community colleges through articulation agreements and degree completion programs, and by working with high schools in providing concurrent classes.

During the 19-20 academic year, a target was set to increase freshman enrollment by 25% compared to the fall 2018 headcount as specified in the annual operational assessment plan generated by the Office of Admissions. While the College did experience an increase in enrollment by 6%, the 25% target was not met. Planned changes included implementing a focus on recruiting non-athletes while allowing coaches to be the sole recruiters for athletics.

For the 20-21 academic year, the annual operational assessment report generated by the Office of Admissions provided more specific goals for increased enrollment. Among these goals were targets to increase freshman enrollment by 20%, transfer enrollment by 55%, and non-athlete enrollment by 300%. Data analysis for these targets will be available in the Admissions Annual Operations Report in September 2021.

The College's Academic Unit has also played a significant role in supporting the goal to increase enrollment. In the 20-21 academic unit annual operational assessment plan, the following goals were identified:

1. Articulation agreements will be signed with one or more colleges
2. Recommendations of potential new degree programs will be made
3. At least 50% of the general education core courses will be offered online
4. At least 25% of the general education core courses will be developed as online courses using the Quality Matters rubric
5. The academic unit will receive permission from the Higher Learning Commission to offer an online associate degree
6. The academic unit will create an informational brochure that describes the annual activities that occur on campus that are related to the Biblical Studies Division
7. The College will sign one additional concurrent enrollment agreement during the 20-21 academic year

On July 28, 2020, Crowley's Ridge College and Arkansas Northeastern College entered into a formal articulation agreement. By entering into this agreement, the two Colleges expressed their mutual commitment to serve students in their respective areas by providing high quality educational programs and services. The purpose of this articulation agreement is to assist

students in making a seamless transfer from the associate to baccalaureate degree by clarifying transfer policies and procedures between both programs.

A concurrent enrollment agreement with Marmaduke High School was signed on March 9, 2021. The agreement will allow Marmaduke freshmen, sophomores, juniors and seniors to take courses for college credit during the 21-22 school year. The College also offers concurrent enrollment credit to homeschooled students and memorandums of understanding have been signed to offer concurrent enrollment at Crowley’s Ridge Academy and Arkansas Consolidated High School as well.

Data analysis for targets identified within the academic unit will be available in the Academic Unit Annual Operations Report in September 2021.

The College’s THRIVE2025 strategic plan consists of three specific strategic goals. Of those goals, one is tailored specifically to enrollment. The College’s **“Drive to 500”** goal is to obtain a total enrollment (headcount) of at least 500 students with a full time equivalent of at least 300 students by 2025. Below are objectives, descriptions, and timelines associated with this goal.

Drive to 500

Objective	Description	Timeline
3.1 Intrusive Advising	Advisors will be more than just course schedulers. They will know their student advisees. They will know where they live, where they eat, and when they make a failing grade in a class. They will anticipate problems and intervene.	Pilot spring of 2021
3.2 Dual Enrollment	Seek permission to offer dual enrollment classes on public school campuses.	Complete by summer of 2021
3.3 Transfer Agreements	Complete one transfer agreement each year with a community college within a 100 mile radius.	Begin fall of 2020
3.4 Additional Degree Program	CRC will add two additional bachelor’s degrees.	First degree fall of 2022 Second degree fall of 2025
3.5 Additional Athletic Program	CRC will add two additional sports.	First sport by fall of 2023 Second sport by fall of 2025
3.6 Online Degree	CRC will offer two existing degrees online.	Associate of Arts beginning fall of 2022 Bachelor of Arts in Biblical Studies by fall of 2025

3.7 Professional Tutors	At least 50% of the tutoring hours in the tutoring center will be staffed by tutors holding at least a bachelor's degree.	Complete by spring of 2021
3.8 Developmental Math Lab	All face to face developmental math classes will be taught in a self paced lab format.	Beginning in the fall of 2020
3.9 Increased Presence in Churches	CRC will present information in at least one church each year in the cities of Springfield, St. Louis and Memphis.	Beginning in the fall of 2020
3.10 Offsite location	CRC will offer at least one degree at an off site location.	Beginning fall of 2025
3.11 Dorm Reorganization	Policies associated with dorm residency will be examined and modified to allow for enrollment growth within the capabilities of existing infrastructure.	Complete by spring of 2021

The 20-21 operational assessment plans were created in September 2020 after the THRIVE2025 strategic plan was approved by the College's Board of Trustees. Now, each operational unit is required to align their operational goals with strategic planning objectives supported.

An internally produced report is generated annually by the Office of Assessment and Institutional Research. This report contains categorized enrollment percentages and is disbursed to the College's appropriate personnel. This report provides an outline of the College's primary categories of focus when developing recruiting strategies. The following categories are observed:

1. Freshman Enrollment
2. Church of Christ Affiliation
3. Minority Enrollment
4. Athlete Enrollment
5. Bible Major Enrollment
6. Concurrent Enrollment
7. Non Bible Major/Non Athlete Enrollment

Through statistical analysis provided within this report, the College is better able to determine more effective routes of recruitment. The report for the fall 2019 and fall 2020 semesters are included below.

FALL 2019

Totals - Freshman	Concurrent Enrollment	Total Headcount
42	25	187
Church of Christ Affiliation		
Freshman: 10/42 = 24%	Concurrent Enrollment: 23/25 = 92%	Total Headcount: 77/187 = 41% with concurrent enrollment 54/162 = 33% without concurrent enrollment
Minority		
Freshman: 10/42 = 24%	Concurrent Enrollment: 0/25 = 0%	Total Headcount: 29/187 = 16% with concurrent enrollment 29/162 = 18% without concurrent enrollment
Athletes		
Freshman: 37/42 = 88%	Concurrent Enrollment: 0/25 = 0%	Total Headcount: 127/187 = 68% without concurrent enrollment 127/162 = 78% with concurrent enrollment
Bible Majors		
Freshman: 5/42 = 12%	Concurrent Enrollment: Non Degree Seeking	Total Headcount: 19/187 = 10% with concurrent enrollment 19/162 = 12% without concurrent enrollment
Non Athletes/Non Biblical Studies Majors		
Freshman: 2/42 = 5% 2/2 = 100% COC		Total Headcount: 47/187 = 25% with concurrent enrollment 22/162 = 14% without concurrent enrollment

FALL 2020

FALL 2020		
Totals - Freshman	Concurrent Enrollment	Total Headcount
55	20	192
Church of Christ Affiliation		
Freshman: 11/55 = 20%	Concurrent Enrollment: 18/20 = 90%	Total Headcount: 65/192 = 34% with concurrent enrollment 47/172 = 27% without concurrent enrollment
Minority		
Freshman: 15/55 = 27%	Concurrent Enrollment: 0/20 = 0%	Total Headcount: 40/192 = 21% with concurrent enrollment 40/172 = 23% without concurrent enrollment
Athletes		
Freshman: 48/55 = 87%	Concurrent Enrollment: 0/20 = 0%	Total Headcount: 141/192 = 73% without concurrent enrollment 121/172 = 70% with concurrent enrollment
Bible Majors		
Freshman: 3/55 = 5%	Concurrent Enrollment: Non Degree Seeking	Total Headcount: 15/192 = 8% with concurrent enrollment 15/172 = 9% without concurrent enrollment
Non Athletes/Non Biblical Studies Majors		
Freshman: 6/55 = 10% 2/6 = 33% COC		Total Headcount: 44/192 = 23% with concurrent enrollment 24/172 = 14% without concurrent enrollment

IV. Retention

The College defines its freshman retention rate as the fall to fall retention of first time, full time freshmen. Although this definition differs from the Integrated Postsecondary Education Data System (IPEDS) definition, the College's Office of Assessment and Institutional Research uses this definition when creating internally produced reports. IPEDS defines retention as a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Below are the internally produced retention reports for the 18-19 and 19-20 academic years.

FA18 to FA19					
Retention					
Freshman to Sophomore	% of Returners	Sophomore to Junior	% of Returners	Junior to Senior	% of Returners
28/52 students returned	54%	40/64 students returned	63%	23/31 students returned	74%
Church of Christ Affiliation					
14/52 Freshmen (14 COC / 52 Total) students enrolled FA18, 27%			73/198 (73 COC / 198 Total) = 37% *includes dual enroll		
Freshman to Sophomore	% of Returners	Sophomore to Junior	% of Returners	Junior to Senior	% of Returners
6/14 COC students returned	43%	12/20 COC students returned	60%	8/11 COC students returned	73%
Minority					
8/52 Freshmen (8 Minority / 52 Total) students enrolled FA18, 15%			24/198 (24 Minority / 198 Total) = 12% *includes dual enroll		
Freshman to Sophomore	% of Returners	Sophomore to Junior	% of Returners	Junior to Senior	% of Returners
3/8 minority students returned	38%	8/11 minority students returned	73%	0/1 minority students returned	0%
Athletes					
45/52 Freshmen (45 Athletes / 52 Total) students enrolled FA18, 87%					
Freshman to Sophomore	% of Returners	Sophomore to Junior	% of Returners	Junior to Senior	% of Returners
22/45 athlete students returned	49%	30/52 athlete students returned	58%	17/22 athlete students returned	77%

FA19 to FA20

Retention					
Freshman to Sophomore	% of Returners	Sophomore to Junior	% of Returners	Junior to Senior	% of Returners
31/42 students returned	74%	36/55 students returned	65%	25/28 students returned	89%
Church of Christ Affiliation					
10/42 Freshmen (10 COC / 42 Total) enrolled FA19, 24%			77/187 (77 COC / 187 Total) = 41% *includes dual enroll		
Freshman to Sophomore	% of Returners	Sophomore to Junior	% of Returners	Junior to Senior	% of Returners
6/10 COC students returned	60%	12/16 students returned	75%	9/10 students returned	90%
Minority					
10/42 Freshmen (10 Minority / 42 Total) enrolled FA19, 24%			29/187 (29 Minority / 187 Total) = 16%		
Freshman to Sophomore	% of Returners	Sophomore to Junior	% of Returners	Junior to Senior	% of Returners
7/10 minority students returned	70%	8/12 minority students returned	67%	4/4 minority students returned	100%
Athletes					
37/42 Freshmen (37 Athletes / 42 Total) enrolled FA19, 88%					
Freshman to Sophomore	% of Returners	Sophomore to Junior	% of Returners	Junior to Senior	% of Returners
27/37 athlete students returned	73%	28/42 athlete students returned	67%	11/19 athlete students returned	58%

Data for the 20-21 academic year will be available in August 2021 after the official census date report has been submitted.

One of the strategic goals embedded within the College’s THRIVE2025 plan is specific to improving retention rates. This strategic goal, otherwise known as “**Field of Dreams**”, is primarily focused on student access to outstanding food, accommodations, and extracurricular activities. This goal was created as a springboard to ensure that Crowley’s Ridge College will become the ideal place to be a student. Below are objectives, descriptions, and timelines associated with this goal.

Field of Dreams

Objective	Description	Timeline
1.1 Coffee Shop	A coffee shop, complete with outdoor seating, will be established in the library. Students will be able to use their identification cards to purchase drinks and snacks.	Complete by fall of 2020
1.2 Staff Enrichment Events	CRC staff members will hold monthly student enrichment events.	Begin by spring of 2021
1.3 Cafeteria Improvement	The cafeteria will provide a variety of high quality meals that will satisfy the needs of our diverse student body. The quality of the food will become a selling point for the institution.	Begin by fall of 2020
1.4 Weekly Travel Opportunities	A CRC shuttle bus will pick up and drop off students at a variety of local attractions on Saturdays.	Begin by spring of 2021
1.5 Monthly Travel Opportunities	There will be four opportunities per semester for students to travel to events or participate in activities outside of Greene County.	Begin by fall of 2021
1.6 Main Entrance Construction	We will construct an entry to the college that will inspire pride in students, faculty, and staff.	Complete by fall of 2023
1.7 Multi-use Building	CRC will construct a multi-use building that will include the following: 1) Weight Room 2) Student lounge 3) Board Room 4) 3 new classrooms 5) 4 new faculty offices 6) 2 racquetball courts	Complete by fall of 2025

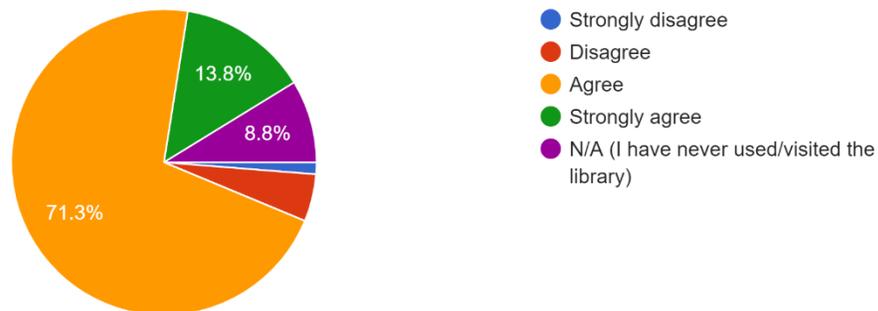
A common method of assessment used among various operational units has been the College's Institutional Survey. This is a survey that is distributed to students annually by the Office of Human Resources and Student Development. Data collected from the 19-20 academic year provided assessment measures for the following operational units:

1. Academic Unit
2. Admissions Unit
3. Campus Ministry Unit
4. Athletics Unit
5. Direct Operations Unit
6. Student Affairs Unit

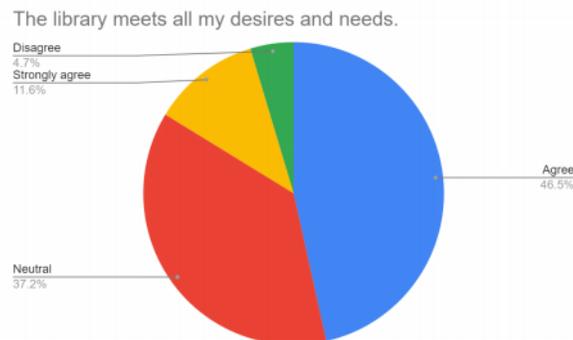
Data analysis proved that changes need to be made in key areas. Operational assessment plans for the 20-21 academic year were created with these results in mind. The Institutional Survey was updated and more specific questions were asked. For example, during the 19-20 academic year, the following question was asked in regard to the College's library:

The library meets all my desires and needs.

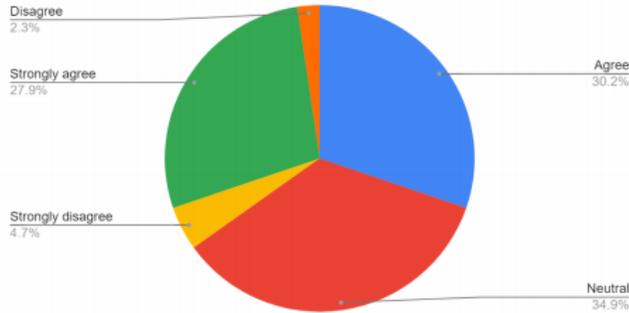
80 responses



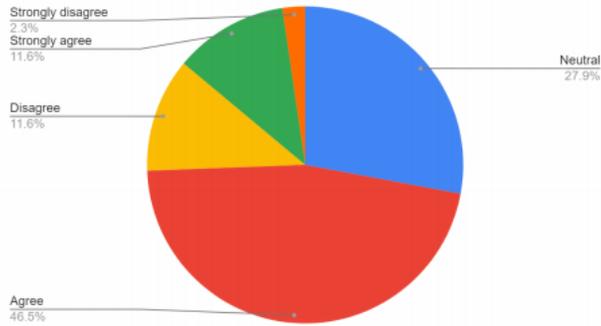
However, during the 20-21 academic year, multiple questions were asked in regard to the College's library thus providing more specific data. The following questions were asked:



The coffee shop was a good addition to the library and campus life.



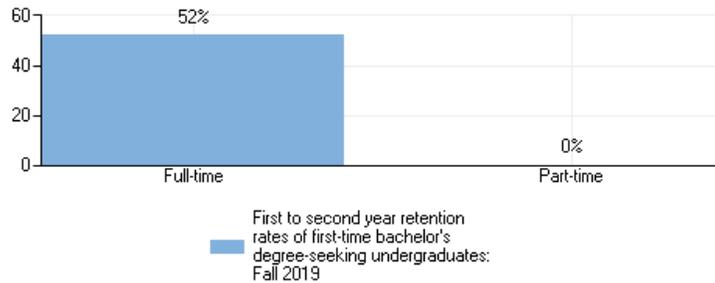
The library was open when I needed it.



Multiple questions were asked in regard to various operational units. With this information, we can now apply our findings to make planned changes where necessary and use those findings to improve retention rates.

Retention Rates as reported to IPEDS:

First to second year retention rates of first-time bachelor's degree-seeking undergraduates: Fall 2019



V. Completion and Transfer Rates

The below chart details the number of students graduating from each degree program over the last two academic years (19-20; 20-21). An increase in the number of degrees conferred is noticeable and the College continues its endeavors to expand its four year degree offerings. The associate of arts in Biblical Studies degree has been dismissed from the College's catalog; this decision was made due to lack of enrollment in said degree plan. Further changes among the College's degree programs are being considered and conversations with the Higher Learning Commission (HLC) are underway.

19-20 Academic Year					
AA General Studies	BA General Studies	BSE Elementary Education	BSE Physical Education	BA Biblical Studies	AA Biblical Studies
8	2	1	1	3	1
BS Business Administration	BS Business Management	BS Accounting	BS Marketing	BS Sports Management	
6	3	3	0	4	
					Total: 32

20-21 Academic Year				
AA General Studies	BA General Studies	BSE Elementary Education	BSE Physical Education	BA Biblical Studies
8	1	7	2	1
BS Business Administration	BS Business Management	BS Accounting	BS Marketing	BS Sports Management
9	2	2		6
				Total: 38

**With one more bachelor of arts (general studies) and one more associate of arts (general studies) to be completed in August 2021.

Completion Rates as reported to IPEDS:

Number of degrees and certificates awarded, by level and race/ethnicity and gender: July 1, 2018 - June 30, 2019

Total

Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	0	0	10	14	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	0	10	14	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0	0	0

Nonresident alien	0	0	0	0	0	0	0	0	0
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Men

Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	0	0	2	5	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	0	2	5	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0	0	0

Nonresident alien	0	0	0	0	0	0	0	0
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Women

Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	0	0	8	9	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	0	8	9	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0	0	0

Nonresident alien	0	0	0	0	0	0	0	0
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Number of degrees and certificates awarded, by level and program: July 1, 2018 - June 30, 2019

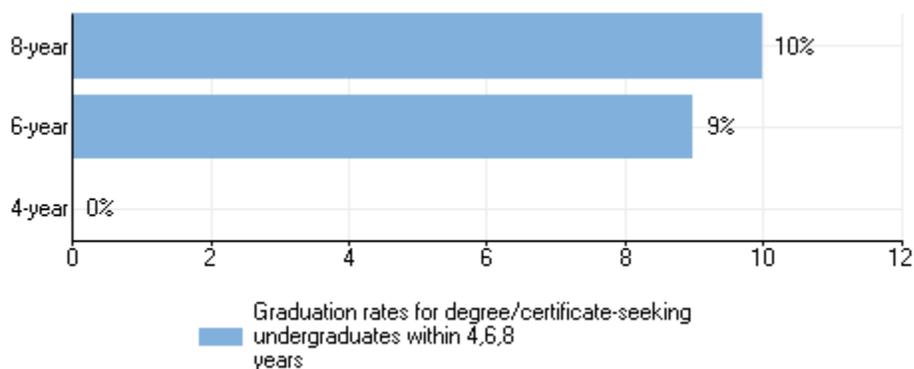
Program	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	-	-	10	14	-	-	-	-
Education	-	-	-	3	-	-	-	-
Liberal Arts and Sciences, General Studies and Humanities	-	-	10	1	-	-	-	-
Multi/Interdisciplinary Studies	-	-	-	1	-	-	-	-
Parks, Recreation, Leisure and Fitness Studies	-	-	-	6	-	-	-	-
Theology and Religious Vocations	-	-	-	0	-	-	-	-
Business, Management, Marketing, and Related Support Services	-	-	-	3	-	-	-	-

IPEDS reporting occurs one year after the data has been collected. Therefore, the IPEDS data supplied in this report is from the 18-19 academic year. Data for the 19-20 academic year has been reported and locked, however, the survey has not been published. Note that locking data does not equal compliance and all data must be reviewed by National Center for Education Statistics (NCES) before being officially accepted. Therefore, data from the 19-20 academic year is not included in this report.

The College graduates students three times a year; December, May, and August. Internally produced graduation reports are figured based on the academic year. For example, students conferring degrees in December 2020, May 2021, or August 2021 are listed on the same internally produced report. IPEDS graduation data is figured based on the fiscal year. For example, students conferring degrees from July 1, 2020 - June 30, 2021 are listed on the same IPEDS report.

Graduation Rates as reported to IPEDS:

Bachelor's degree graduation rates of full-time, first-time, bachelor's degree-seeking undergraduates within 4 years, 6 years, and 8 years: 2011 cohort

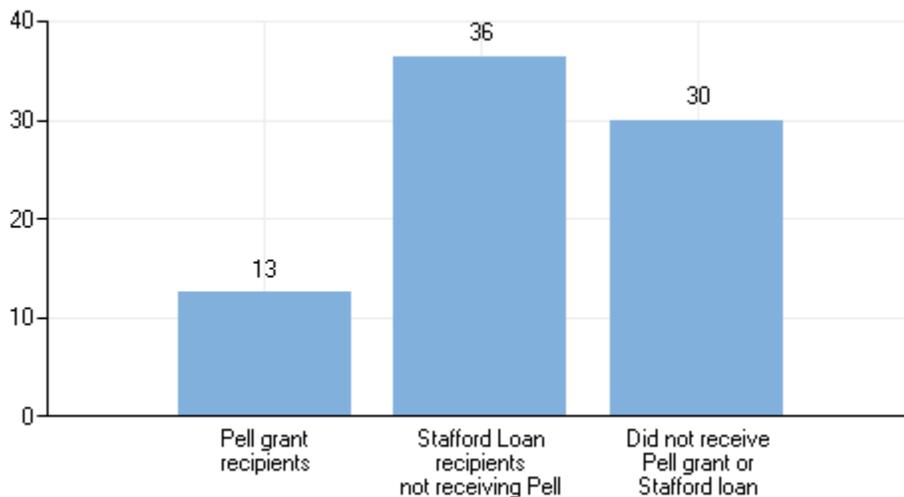


Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2013 cohort

	Rate
Overall graduation rates	
Total	22%
Men	19%
Women	26%
American Indian or Alaska Native	0%
Asian	
Black or African American	0%

Hispanic or Latino	0%
Native Hawaiian or Other Pacific Islander	
White	24%
Two or more races	
Race/ethnicity unknown	
Nonresident alien	
Transfer out-rate	51%

Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by Title IV aid status: 2013 cohort



Graduation rates are based on the student's completion status as of August 31, 2019.

The College's Registrar and Admissions offices work together to construct an internally produced "students not returning" report at the end of every academic year. This report includes the name of each student who does not plan to re-enroll at Crowley's Ridge College during the upcoming semester, their reason for leaving, and the name of the institution they are transferring to should they decide to enroll elsewhere. This report assists with the College's anticipated headcount and includes the names of graduating students as well as students who withdraw from school with no plans to attend anywhere else. Once completed, this report is disbursed to necessary personnel, including but not limited to, the College's President, Vice President for Academic Affairs, Director of Financial Aid, and coaching staff.

VI. Assessment of the Developmental Program

Crowley's Ridge College is an open enrollment institution. Over 85% of students attending the institution have taken the ACT. Students who have not taken the ACT are given the Accuplacer. Based on their scores on this exam, students may be placed into one or more of the following developmental courses:

1. ENG043: Developmental Reading
2. ENG053: Developmental Composition
3. MTH053: Beginning Algebra
4. MTH063: Intermediate Algebra

Credits are assigned to noncredit developmental courses to determine enrollment status. These credits count toward the Quantitative Standard of SAP (completion rate) and also count toward the Qualitative Standard (GPA). Developmental courses do not count toward degree completion.

During the 19-20 academic year, 22% of students at Crowley's Ridge College were required to enroll in one or more developmental courses. During the 20-21 academic year, 26% of students were required to enroll in one or more developmental courses. The following course descriptions and required scores for placement are outlined in the College's academic catalog, which is published annually:

ACT Score	Course Placement
ACT Reading Score below 16	ENG043 Developmental Reading AND reading short course*
ACT Reading Score 16- 18	ENG043 Developmental Reading
ACT English Score below 16	ENG053 Developmental Composition AND composition short course*
ACT English Score 16- 18	ENG053 Developmental Composition
ACT Mathematics Score below 15	MTH053 Beginning Algebra AND arithmetic short course
ACT Mathematics Score 15- 16	MTH053 Beginning Algebra
ACT Mathematics Score = 17-20	MTH063 Intermediate Algebra

ENG043: DEVELOPMENTAL READING

This course provides students with reading skills preparatory to English Composition I and II. Does not carry credit for graduation. (fall/spring)

ENG053: DEVELOPMENTAL COMPOSITION

This course provides students with grammar and basic composition skills preparatory to English Composition I and II. Does not carry credit for graduation. (fall/spring)

MTH053: BEGINNING ALGEBRA

Beginning algebra is the study of the basic properties of real numbers, definitions, linear equations in one and two variables, inequalities, exponents, polynomials, and introductions to rational expressions and radicals.

MTH063: INTERMEDIATE ALGEBRA

Intermediate algebra is the study of exponents, radicals, polynomials, rational expressions, linear equations, functions, graphs, factoring, and an introduction to quadratic equations. Prerequisite: MTH 053 with a grade of C or better or minimum mathematics ACT score of 17 or satisfactory mathematics placement score.

Students who are required to enroll in one or more developmental courses are also required to enroll in the College's PSY112: Introduction to College course. This course is designed to provide students with the basic skills to succeed in college.

The College's Academic Unit has converted its developmental mathematics courses into a lab format which gives students access to online videos and tutoring. Students who are required to enroll in a developmental math course now have the opportunity to learn at their own pace and can submit a petition for an incomplete grade in said course with approval from the course instructor. Should the incomplete grade petition be approved, the student is responsible for attending every available meeting scheduled during the following semester until all required modules are completed. Attendance is taken and assistance is offered to ensure that students are effectively completing the course. Upon completion, the student's final grade is reported to the Registrar and the student is approved to enroll in the next level of mathematics.

VII. Assessment of General Education

A. Introduction

The mission statement of the College states that CRC is committed to providing for its students a balanced course of studies appropriate for Bachelor and Associate degrees, and that it emphasizes an integration of scholarship, critical reasoning, services, and the spiritual dimension of life. The College's faculty has adopted a set of eight specific General Education goals or criteria in accordance with the mission of the College. The General Education curriculum is guided by the philosophy that Crowley's Ridge College is designed to provide fundamental learning experiences for the student in a variety of academic disciplines that allows access to that body of knowledge and skills common to educated people regardless of their vocation. The intent of this design is to enhance the student's personal growth, community involvement, awareness of the global community, and awareness of the nature of God.

CRITERIA

Critical Thinking

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

Scientific Awareness

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

Human Awareness

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

Computational and Technological Skills

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

Effective Communication

The ability to use different forms of communication to effectively share ideas, 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 Values

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.

B. Methods of Assessment

Course-based Performance Assessments: Course-based performance assessments provide data on progress toward meeting standards and on program effectiveness in preparing candidates to meet standards. Each course designed to assess one or more of the general education criteria will include a primary assessment instrument that will be standardized, as appropriate, across different sections of designated courses.

ETS Proficiency Profile: The ETS Proficiency Profile exam assesses four skill areas -- reading, writing, mathematics and critical thinking. This exam is given annually to students of the College who are classified as sophomores and have completed the majority of their general education requirements.

General Bible Knowledge Exam: The General Bible Knowledge Exam is an internally produced exam that covers both the Old and New Testament and emphasizes content knowledge. Validated in April 2020 using Lawshe method, this exam consists of 60 questions in which the following are aligned:

1. 20 Questions - Human Awareness Student Learning Outcome
2. 20 Questions - Information Literacy Student Learning Outcome
3. 20 Questions - Christian Values Student Learning Outcome

Modified AAC&U Critical Thinking Value Rubric: This rubric is applied to an assignment in Western Civilization to 1500 and Western Civilization since 1500 (HST213, HST223).

Modified AAC&U Inquiry and Analysis Value Rubric: This rubric is applied to an assignment in Physical Science and Biological Science (PHY111,113; BIO121,123).

Modified AAC&U Written Communication Value Rubric: This rubric is applied to an assignment in Freshman Composition I (ENG123).

Modified AAC&U Oral Communication Value Rubric: This rubric is applied to an assignment in Human Communications (CMM133).

Modified AAC&U Foundations and Skills for Lifelong Learning Value Rubric: This rubric is applied to an assignment in ENG213/223, Masterpieces of World Literature I/II.

Co-Curricular Narrative Summary Rubric: This questionnaire is given to all students who participate in one of the following co-curricular activities.

1. Justified
2. Choralaires
3. Mission Trip
4. Chapel

<p>4. Computational and Technological Skills (exemplary)</p>	<p>Score on internally produced exam given to students in College Algebra and Mathematics for Liberal Arts (MTH123, MTH133)</p> <p>ETS Proficiency Profile</p> <p>Score on internally produced exam given to students in Microcomputer Applications (CIS243)</p>	<p>Average post test scores will surpass the average of pre test scores by greater than 10%. Average of at least 60% in all categories on the post test.</p> <p>The mean score for CRC students on the Mathematics portion of the ETSP exam will exceed the scores of colleges in the designated cohort.</p> <p>Average of at least 70% in all categories on the post test.</p>	<p>See attached.</p> <p>The mean score for CRC students was 108.95 compared to the 110.9 mean score of 27 other institutions in the designated cohort. Target not met.</p> <p>Target met. 12 out of 13 students scored a 70% or higher in all categories.</p>
<p>5. Effective Communication (exemplary)</p>	<p>ETS Proficiency Profile</p> <p>Modified Written Communications Value Rubric applied to an assignment in Freshman Composition II (ENG123)</p> <p>Modified Oral Communications Value Rubric applied to an assignment in Human Communications (CMM133)</p>	<p>The mean score for CRC students on the Writing portion of the ETSP exam will exceed the scores of colleges in the designated cohort.</p> <p>Average score for sum of all categories will be greater than 8 for 70% of students. 90% of students will score 1 or higher in all categories.</p> <p>Average score for sum of all categories will be greater than 12 for 70% of students. 90% of students will score 2 or higher in all categories.</p>	<p>The mean score for CRC students was 110.55 compared to the 112.2 mean score of 27 other institutions in the designated cohort. Target not met.</p> <p>Comp II (SP20) Target not met: 4 of 11 students (36%) scored greater than 8. Target not met: 7 of 11 (63%) students score a 1 or better in every category.</p> <p>92% of students scored a sum greater than 12 in all categories.. TARGET MET. 84% of students scored 2 or higher in the Organization category, 88% of students scored 2 or higher in the Delivery category. TARGET NOT MET.</p>

8.Independent Lifelong Learning	Modified Foundations and Skills for Lifelong Learning Value Rubric applied to an assignment in ENG 213/223 Masterpieces of World Lit I/II. Number of student enrichment events attended	Average score for sum of all categories will be greater than 8 for 70% of students. 90% of students will score 1 or higher in all categories. Acquire benchmarking data	Target not met: 0% of students scored greater than 8. Target not met: 8 of 11 (73%) students scored 1 or higher in all categories. 2019 - 2020 is a pilot year.
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Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Student Learning Outcome Data Analysis and Planned Changes:

See Attached.

Critical Thinking, Computational and Technological Skills, Effective Communication, ETSP

Reflection on Results

The ETS Proficiency Profile exam is used as a method of assessment for the following student learning outcomes:

1. Critical Thinking
2. Computational and Technological Skills
3. Effective Communication

Based on results from the 2019-2020 academic year, the target was not met for this method of assessment on any of the above mentioned student learning outcomes. The following data was collected:

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Critical Thinking	100-130	106.95	105-109	5.52	103	108	110
Reading	100-130	111.30	109-113	7.15	106	110	116
Writing	100-130	110.55	109-112	4.59	107	112	114
Mathematics	100-130	108.95	107-111	4.64	107	109	111

After further review, it became transparent that the subject areas being evaluated are too broad for specific changes to be determined. Instructors teaching each of these student learning outcomes were not privy to the information on the exam and therefore did not know what specific content areas required additional instruction.

Computational and Technological Skills MTH123, MTH133

Reflection on Results

Based on the 2019-2020 academic year assessment results, it appears that the Mathematics for Liberal Arts course is superior to College Algebra in preparing our students to take the institutional assessment exam. The exam in questions assesses basic knowledge and competencies from four broad areas:

- 1) Arithmetic
- 2) Geometry
- 3) Probability
- 4) Algebra

Mathematics for Liberal Arts provides students with tools and techniques related to arithmetic, geometry, probability and covers some topics from algebra. The course has a distinct focus on applications. College Algebra, on the other hand, is designed to provide students with the algebraic skills needed to continue on with their education in such courses as trigonometry and calculus. Topics in arithmetic are covered as needed but topics from geometry and probability appear in applications and are not the focus of the course.

Based on the collected data, the existing College Algebra course is too narrowly focused and something needs to be done to improve student outcomes in that course. Consider the following table.

Average Scores in Each Category				
	Arithmetic	Geometry	Probability	Algebra
Class				
MFLA	4.93	4.12	3.56	4.43
CA1	5	2.8	2	4.6
CA2	4.57	2.57	2.4	4.28

Computational and Technological Skills MTH123, MTH133 (continued)

The maximum score in each category of the exam is 5. Clearly students are doing well with arithmetic and algebra by the end of both courses. Scores in the probability and geometry area are remarkably lower for the College Algebra sections.

When considering potential changes to curriculum to address the identified issues, we need to proceed with caution for two reasons. First, we are only looking at three sections of data. Second, due to the Covid-19 pandemic,

we were forced to move the assessments online in the middle of the semester. The Fall 2019 semester course had a face to face pre-test and a face to face post-test. The Spring 2020 course had a face to face pre test and an online post-test. The Summer 2020 course had an online pre-test and an online post-test. Consequently, **we will examine the data from the Fall 2020 courses prior to implementing the changes** we describe below.

Effective Communication CMM133

Reflection on Results

Based on the 2019-2020 assessment results, it was confirmed that the second target for the Oral Communications method of assessment which states that 90% of students will score a 2 or higher in all categories was not met. The AAC&U VALUE rubric used for assessing this method measured the following content areas:

1. Organization
2. Language
3. Delivery
4. Supporting Material
5. Central Message

The total number of students assessed was twenty-five. The summary of results is as follows:

Competency	Milestone 3	Milestone 2	Benchmark 1	Summary
Organization	6 (24%)	15 (60%)	4 (16%)	84% scored a 2 or higher
Language	17 (68%)	8 (32%)	-	100% scored a 2 or higher
Delivery	14 (56%)	8 (32%)	3 (12%)	88% scored a 2 or higher
Supporting Material	18 (72%)	7 (28%)	-	100% scored a 2 or higher
Central Message	22 (88%)	3 (12%)		100% scored a 2 or higher

Independent Lifelong Learning ENG 213/223

Reflection on Results

The original assignment included a field trip, which was not completed due to COVID-19 closure of school. The last minute replacement assignment was only discussed through virtual means. Many of our students live in rural areas with limited internet sources, which placed an undue burden on them in trying to complete the assignment. This course has since become an on-line only course so the assessment of FA20 will originate as a virtual assignment under a different instructor who has been teaching online for several years. Likewise, the students attending the course are aware of their technology capabilities and are better prepared.

General Education Program Annual Assessment Plan and Report 20/21

Academic Program:	General Education		
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis
1. Critical Thinking (exemplary)	<p>ETS Proficiency Profile</p> <p>Modified Critical Thinking Value Rubric applied to an assignment in Western Civilization to 1500 and Western Civilization from 1500 (HST213, HST223)</p>	<p>The mean score for CRC students on the Critical Thinking portion of the ETSP exam will exceed the scores of colleges in the designated cohort.</p> <p>Average score for sum of all categories will be greater than 12 for 60% of students. 75% of students will score 2 or higher in all categories.</p>	
2. Scientific Awareness	<p>Modified Inquiry and Analysis Value Rubric applied to an assignment in Physical Science I and Biological Science (PHY114, BIO124)</p>	<p>Average score for the sum of all categories will be greater than 10 for 70% of students.</p>	

<p>3.Human Awareness</p>	<p>Score on internally produced exam given to students in Introduction to Psychology and Introduction to Sociology (PSY123, SOC123)</p> <p>Co-Curricular Narrative Summary Rubric</p>	<p>70% of students will achieve a score of 70% or better on each category on the Midterm and Final Exams</p> <p>At least 50% of students who participate in Choralaires, Justified or the Mission Trip will show evidence of increased Human Awareness on the Co-Curricular Activity Assessment Form.</p>	
<p>4.Computational and Technological Skills (exemplary)</p>	<p>Score on internally produced exam given to students in College Algebra and Mathematics for Liberal Arts (MTH123, MTH133)</p> <p>ETS Proficiency Profile</p> <p>Score on internally produced exam given to students in Microcomputer Applications (CIS243)</p>	<p>Average post test scores will surpass the average of pre test scores by greater than 10%. Average of at least 60% in all categories on the post test.</p> <p>The mean score for CRC students on the Mathematics portion of the ETSP exam will exceed the scores of colleges in the designated cohort.</p> <p>Average of at least 70% in all categories on the post test.</p>	

<p>5.Effective Communication (exemplary)</p>	<p>ETS Proficiency Profile</p> <p>Modified Written Communications Value Rubric applied to an assignment in Freshman Composition II (ENG123)</p> <p>Modified Oral Communications Value Rubric applied to an assignment in Human Communications (CMM133)</p>	<p>The mean score for CRC students on the Writing portion of the ETSP exam will exceed the scores of colleges in the designated cohort.</p> <p>Average score for sum of all categories will be greater than 8 for 70% of students. 90% of students will score 1 or higher in all categories.</p> <p>Average score for sum of all categories will be greater than 12 for 70% of students. 90% of students will score 2 or higher in all categories.</p>	
<p>6.Informational Literacy</p>	<p>Informational Literacy in-house rubric applied to an assignment in Introduction to College (PSY112).</p>	<p>Average score for sum of all categories will be greater than 20 for 70% of students. 70% of students will score 4 or higher in all categories.</p>	

Academy's Team Lead. Included below are project updates as provided by the College's Assessment Academy Team in regard to assessment of General Education.

PROJECT UPDATE 1: JUNE 2019

Describe the project that you have developed at the Roundtable. Focus particularly on the general strategies you developed.

In our project we will work deliberately to improve assessment of general education student learning outcomes. We will also take steps to systematically improve the culture of the institution to ensure that the progress made over the next four years persists after the conclusion of the Assessment Academy.

What are the desired outcomes of this project? How will you know that you have achieved each of these outcomes?

We will accomplish the following:

- Create a general education curriculum map.
- Determine a cohort of institutions with similar attributes to compare scores with on the ETSP exam.
- Modify several of the Value Rubrics and apply them to assessment instruments developed for the following courses:
 1. General Biology I
 2. Physical Science I
 3. Oral Communications
 4. English II
 5. Western Civilization I and II
- Create one unified assessment survey and implement a process by which students are required to take the survey in order to be eligible to take their final exams. Ensure that answers to the questions on the survey provide useful data that are relevant to assessment of the associated student learning outcomes.
- Update the Alumni Survey in such a way that answers to the questions on the survey provide useful data that are relevant to assessment of the associated student learning outcome Lifelong Learning.
- Develop in house exam questions to be utilized in assessing relevant student learning outcomes in the course College Algebra and the course Mathematics for the Liberal Arts. This collection of questions will replace the ASSET exam.

- Develop in house placement exams for the courses Developmental Algebra, Intermediate Algebra and College Algebra. These exams will replace the ASSET exam.
- Create a series of monthly enrichment events. Track participation in enrichment events and use it as evidence of desire to increase Lifelong Learning.
- Create policies and activities designed to create a culture of continuous assessment and improvement.
 1. Hold an Assessment Day at the end of every academic year. Provide food and use the day as an opportunity to showcase faculty and student success stories in addition to providing the requisite assessment training.
 2. Create a policy that allows participation in assessment activities, specifically monthly enrichment activities, to count as scholarly activity on annual faculty evaluations.
 3. Create a policy that allows faculty who participate in assessment activities preferential treatment when they apply for faculty development funds.

Each of these desired outcomes is either directly measurable or has components that are measurable.

How will your project contribute to making assessment an activity that leads to the improvement of student learning?

Many of our current assessment instruments, and their associated objectives, are not sufficient to inform the process of improving student learning. For example, one of our objectives states “At least 70% of students enrolled in CMM 133 will receive a C or higher as a final course grade.” Clearly, meeting or failing to meet this objective does not provide much in the way of useful data.

The improvements to our assessment processes are designed to provide additional data that will enhance our decision making processes. If an objective is not met, there will be sufficient information available to make a determination as to why the objective was not met. Once weaknesses are identified, they can be addressed.

We believe that changing the culture of the campus will also lead to improvement of student learning. More faculty “buy in” will lead to both a qualitative and a quantitative increase in

assessment activity. This will, in turn, lead to more faculty “closing the loop” and actually using the data to improve student learning.

Describe the specific steps that you will be taking in Year 1 to develop and implement the early stages of your project.

The Assessment Academy Committee will meet monthly. Over the first three months we will choose leaders for the various subcomponents of our project. By the end of the first six months we will have accomplished the following items:

1. Determine a suitable ETSP cohort.
2. Determine which courses will use Value Rubrics to assess student learning outcomes.
3. Develop exams to replace the ASSET exam.
4. Create a new Institutional Survey.

By the end of the first year we will have accomplished the following items.

1. Create a new Alumni Survey.
2. Develop policies necessary to support the project and pass them through the relevant committees.
3. Create new assessment instruments for the courses that will use Value Rubrics.
4. Pilot the first enrichment events.

In the second year we will pilot all of the rubrics, instruments and policies developed during the first year. We will host monthly enrichment events.

In the third year we will assess our efforts and make adjustments where necessary.

In the fourth year we will attempt to secure funding that is dedicated to supporting project activities that occur in subsequent years. We will assess what we have learned and look for

ways to apply what we have learned about general education assessment to improve annual assessment of degree programs.

What serious challenges do you expect to encounter? How will you deal with them?

The committee must find effective leaders to supervise core components of the project who are willing to do a significant amount of work for insignificant remuneration. Allowing assessment activities to count as scholarly activity on annual faculty evaluations will help motivate potential leaders. If all else fails, we will request that stipends be provided to leaders of critical project activities.

PROJECT UPDATE 2: FEBRUARY 2020

In 1-2 paragraphs, summarize how your project has developed since the Roundtable. Identify and explain any changes to your project scope.

The Crowley's Ridge College Assessment Academy Committee has met regularly since the Roundtable and has made significant progress towards meeting our project goals. We have accomplished the following activities:

1. Determine a suitable ETSP cohort.
2. Determine which courses will use Value Rubrics to assess student learning outcomes.
3. Create new assessment instruments for the courses that will use Value Rubrics.
4. Pilot the first enrichment events.
5. Create a general education curriculum map.
6. Develop in house exam questions to be utilized in assessing general education student learning outcomes in the course Mathematics for the Liberal Arts.

The activities described above have, to varying degree, been incorporated into our general education annual assessment program.

How, if at all, did you incorporate the feedback that you received from your mentor and scholar on your previous posting?

Both our mentor and scholar voiced concerns that we were attempting to accomplish too many tasks during the first year of our project. Additionally, they felt that the creation of a general education curriculum map should be one of our top priorities. Subsequently, we made the development of our curriculum map our top priority and adjusted our schedule so that the following tasks will no longer be tackled during our first year:

1. Develop exams to replace the ASSET exam.
2. Create a new institutional survey.
3. Create a new alumni survey.
4. Develop policies necessary to support the project and pass them through the relevant committees.

Have you experienced any challenges regarding your project's development? If so, what were they and how have you addressed them or how do you plan to address them?

Prior to attending the Roundtable, the faculty of Crowley's Ridge College examined the Value Rubrics and agreed to attempt to use them, or a modified version of them, in a variety of courses to assess a variety of student learning outcomes. Implementing the rubrics turned out to be more difficult than we had first imagined. In fact, several faculty members decided not to use the Value Rubrics at all and others modified them to an extent that the rubrics are almost unrecognizable. We are in agreement that we now possess more authentic and robust methods to assess our general education student learning outcomes but the Value Rubrics have proven to be of marginal value to many of our faculty members.

What are the team's plans for the next six months? How will those plans serve to advance your project's objectives?

Over the next six months we will pilot all of the rubrics and instruments developed over the past year. We will continue to host enrichment events and we will develop in house exams to replace the ASSET exams. We will complete a new faculty workload form that will provide workload credit for faculty who participate in selected assessment activities. Finally, we will create a policy that allows faculty who participate in select assessment activities preferential treatment when they apply for professional development funds.

PROJECT UPDATE 3: OCTOBER 2020

Has your team begun following any other institution's project in SparQ? If so, what have you learned from their project that could be useful to your team's own project?

Our institution has begun following Henry Ford College's assessment project. This institution has completed the Assessment Academy, so we are able to see their progress from start to finish. Some of the challenges that HFC initially expected to encounter, such as faculty "buy in," are similar to expected challenges at CRC. HFC also mentioned co-curricular assessment when asked to describe their team's initial implementation of the designed project. Because co-curricular assessment is used in CRC's general education institutional assessment, reviewing HFC's notes on co-curricular activities has been useful. We have determined the definition we will use for co-curricular assessment activities and have established processes to implement new activities to be used. Furthermore, HFC referenced the establishment of an "assessment day" which is something that we at CRC have recently implemented during our annual end-of-year professional development. Obtaining ideas on how to make assessment day positive and fun are necessary for our faculty "buy in" initiative and increasing communication about our assessment results and changes will help provide assessment training to all.

Describe your team's efforts for initial implementation of your project. How has your project developed and change since the last posting?

CRC's academic assessment committee has been designated with oversight of the general education institutional assessment plan that is associated with our project and has met monthly to maintain overview. We have piloted the rubrics and instruments that have been developed over the past year and have recorded data, analysis and planned changes to increase student learning in areas where deficient. The majority of the rubrics used in our general education institutional assessment are now AAC&U Value Rubrics or a slightly modified version of the same. We are working toward getting all remaining in-house rubrics and exams validated, with one in house exam already having been validated. During year one, we piloted the first student enrichment events. Due to the COVID-19 pandemic, these events became of less priority toward the end of the Spring 2020 semester; this was due to students not being on campus and our need to quickly move courses online and provide faculty online training to continue the remainder of the semester. Since students returned to campus in August 2020, we have continued hosting our monthly enrichment events and this process now directly aligns with our institution's new strategic plan. Our assessment committee made the decision to replace the ASSET exam with the Accuplacer rather than in house exams due to time constraints. The committee agreed that the Accuplacer was efficient for determining developmental placement.

We conducted our first "assessment day" via ZOOM at our end of year professional development conference in May 2020. Due to COVID-19, this event was altered from our original plan to provide food and use the day as an opportunity to showcase faculty and student success stories. However, we were able to provide assessment training via ZOOM and strived to make the assessment experience fun through an informational game of "assessment bingo" with the winners being awarded gift cards. Our goal of making "assessment day" a fun experience was successful and we plan to execute additional ideas for this event in the future. We have developed a "workload form" that serves as the policy for allowing faculty participation in assessment activities and on annual faculty evaluations specific monthly enrichment events will count as scholarly activity. In addition, a policy has now been created to allow faculty who participate in select assessment activities to receive preferential treatment when applying for professional development funds.

How have you incorporated the feedback from the Consolidated Response to your previous Progress Update?

Dr. Eroe and Dr. Niedens voiced concerns in regard to the validation process. As mentioned in the previous response, we have replaced several of our in house rubrics with AAC&U Value Rubrics or a slightly modified version. We are working toward validating our in-house rubrics and plan to have that accomplished by August 2021. We plan to host a Lawshe validation training session for faculty in Spring 2021 to address these methods.

We are currently using five in-house exams for our general education institutional program assessment with one having already been validated. The general Bible knowledge exam, which has been validated, is given annually to a sophomore cohort and assesses three general education criteria: human awareness, informational literacy, and Christian ideals. This exam was validated in the Spring of 2020 using the C.H. Lawshe method of measuring content validity. CRC's director of the division of Biblical studies formed a judging panel of expert evaluators and developed a form to obtain their feedback. 55/60 questions were rated "essential" while 5/60 questions were rated "not necessary." Of those questions, 91.6% met the minimum CVR requirements, all questions were deemed critical by a majority of reviewers, and all five questions rated "not necessary" were replaced with a question deemed "essential" by all evaluators. In-house exams used as methods of assessment for the computational and technological skills student learning outcome, including mathematics and microcomputer applications, will be validated in Spring 2021 using Lawshe methods. Additional in-house exams, including those used for the human awareness student learning outcome, will be validated by August 2021.

We have developed a general education curriculum map but have not yet standardized the student learning outcomes at the course level to align instruction and assessment with Arkansas Course Transfer System (ACTS). We have started the process by examining our current course level outcomes and have implemented quality matters training which is helping us with the

concept of alignment. Prior to the Fall 2020 semester, curriculum alignment resided with CRC's academic assessment committee. The assessment committee agreed that more attention needed to be given to align these measures and therefore created a curriculum committee to assist with these endeavors.

The academic assessment committee maintains overview of plans, reports and assessment artifacts stemming from all divisions. At the beginning of each academic year, assessment plans are submitted to the academic assessment committee for review and approval. By the end of each academic year, assessment artifacts are collected and reports including assessment results, data analysis and planned changes are submitted to the academic assessment committee for review and approval. All documentation is archived on CRC's Moodle site and is available to all faculty members for reference.

Thus far, what have you discovered about student learning at your institution as a result of your Academy project?

We now recognize that there is a disconnect between standardized tests and our in-house rubrics and exams. Because our students are not doing as well on standardized tests, this has prompted us to investigate what is being assessed on standardized exams such as the ETS Proficiency Profile (ETSPP) exam that we use as a method of assessment for our critical thinking, computational and technological skills, and effective communication student learning outcomes. Through our Academy project, we have been able to identify shortcomings and implement planned changes to improve.

How will you continue to advance your project in the next six months?

In the next six months we plan to:

1. Investigate what is being assessed on standardized exams. For the ETSP, this goal will be met by purchasing the Item Information Report to provide categories of sub content areas to better assist in showing where deficient. We plan to include the cost of running this report in our assessment budget to ensure that we have access to it in all subsequent years. Furthermore, we will make sure that we have the minimum number of students in the designated cohort (50) to ensure that we are able to run this report annually.
2. Validate internally produced mathematics and microcomputer applications exams using Lawshe method in Spring of 2021.
3. Provide a Lawshe validation training session to faculty in Spring of 2021.
4. Convene the curriculum committee to review the general education curriculum map and begin the process of aligning measures.

In addition to this, we plan to do the following before the next academic year.

1. Validate in-house rubrics, including the co-curricular assessment rubric and the rubric used for the informational literacy student learning outcome by August 2021.
2. Validate internally produced exams to be used for the human awareness student learning outcome by August 2021.
3. Consider opening more seats in quality matters training to increase knowledge of assessment, student learning outcomes and alignment of instruction.

PROJECT UPDATE 4: MAY 2021

The Academy Team has reached the halfway point in the Academy. Summarize the Academy Project thus far in no more than two paragraphs.

When our project was initially developed, our goals included the implementation of processes to improve assessment of general education student learning outcomes while taking steps to systematically improve the culture of the institution to ensure that progress is made throughout the duration of the Assessment Academy. Since then, we have made significant progress toward meeting our project goals. In recent months, we have accomplished the following:

1. Purchased the ETS Item Information Report to provide categorized data to assist in showing deficiencies in our curriculum.
2. Decided to change the final examination assessment used to assess computational and technological skills to a portfolio project with a rubric.
3. Convened the curriculum committee to review the general education curriculum map and began the process of aligning measures.
4. Obtained funds to open additional seating in quality matters training to increase knowledge of assessment, student learning outcomes, and alignment of instruction.
5. Hosted an “assessment day” during our most recent professional development workshop.

Additional goals, specific to the validation process, have been established and plans to implement validation of the remaining internally produced rubrics and exams by August 2021 have been put in place. We will also incorporate additional assessment training, including Lawshe validation training, in our beginning of the year professional development workshop since we have several new faculty members beginning contracts in August.

Describe the most significant challenges and opportunities encountered in the development and initial implementation of the Academy Project.

As stated in previous updates, faculty “buy-in” was a challenge that we encountered when first developing our project. However, we have experienced an increase in faculty “buy-in” since implementing our project. This increase is the result of incorporating fun into our assessment training sessions, sharing student success stories during our annual assessment day, and recommending policies to be established that require term limits for members on our academic assessment committee so all faculty members have the opportunity to participate in annual assessment processes. In addition, faculty who participate in assessment activities also receive workload credit and preferential treatment when applying for professional development funds. Monthly student enrichment events have also played a significant role in faculty “buy-in” while simultaneously increasing student satisfaction.

Co-curricular assessment has been an ongoing challenge that we have encountered. While we have determined the definition that we will use for co-curricular assessment activities and have established processes to implement new activities to be used, we are still working to develop a method of assessing these activities. Currently, we use an internally produced rubric that has not been validated. Our academic assessment committee felt that we should research the practices of other colleges and universities before establishing a revised method of assessment. Research is currently underway with a goal to have a new, validated, method of assessment in place by August 2021.

Lastly, the utilization of data was a challenge when first implementing our project. Our academic assessment committee was tasked with informing our institutional divisions about assessment expectations. Because these practices were new to many, the first year of data collection was geared toward developing appropriate methods of assessment followed by the validation of those methods. In addition, the collection of data was reviewed and used to train faculty members for which assessment practices were unfamiliar. This provided an opportunity to better categorize our collected data and then to “close the loop” by making appropriate changes in our curriculum and other adjustments where necessary.

What evidence does the Academy Team have that your work has or is beginning to improve student learning? What more do you need to know?

We are now able to utilize the data that we annually collect to identify our shortcomings and align our findings from standardized exams with our methods used to assess student learning outcomes. For many of our assessments, categorized scores serve as evidence. We currently use a standardized exam, ETS Proficiency Profile, as a method of assessing our critical thinking, computational and technological skills, and effective communication student learning outcomes. We recently purchased the ETS Item Information Report which provides categorized data from the ETS Proficiency Profile exam to assist in showing deficiencies in our curriculum that align with the aforementioned student learning outcomes. The data collected from this report proved beneficial to our academic assessment committee and those developing the

assessed curriculum. Because of this, the cost of the Item Information Report has been added to our assessment budget and will be an annual purchase moving forward. Furthermore, we have been able to use categorized scores from our rubrics and internally produced exams to determine which categories are too narrowly focused or too vague. We are now able to utilize our data to note these deficiencies and make adjustments to improve student learning in these content areas.

Additionally, we decided to change the final examination assessment used to assess our computational and technological skills to a portfolio project with a rubric. This decision was made after data provided evidence that a portfolio project would serve as a better assessment tool than a final examination for the microcomputer applications course. Through this assessment, our data will not only show a better understanding of what students learned in this course, but students will also complete the course with a portfolio of advantageous documentation in hand. Our goal was to validate the final examination used for this assessment in Spring 2021, however, we will no longer need to validate our internally produced exam but rather, an internally produced rubric if an AAC&U Value rubric cannot be aligned.

The Midpoint Roundtable will offer an opportunity to review, refocus, and recharge the Academy Team's efforts. What particular goals does the Academy Team have for the Midpoint Roundtable?

Our goal is to benefit from feedback and to examine other institutions' projects to see what they did well and how we can incorporate their experience into our project.

What topics would the Academy Team like to discuss with other teams at the Midpoint Roundtable? What questions could the team ask other schools that might help advance the project? What insights would the team like to share about your project with other schools?

Our team would like to seek advice from other schools in regard to co-curricular activity assessment. As previously mentioned, we are currently researching new methods of assessing these activities and welcome any guidance on this topic.

One of the primary goals of our project is to systematically improve the culture of the institution to ensure that progress is made throughout the duration of the Assessment Academy. When our project began, there was limited knowledge among faculty and staff in regard to assessment processes. To ensure that progress is continuously monitored, we have implemented various policies and procedures that require faculty involvement. We have developed committees that specialize in assessment and/or curriculum development and we now offer workload credit as an incentive for faculty members who engage in committee membership. Furthermore, we have implemented term limits for our academic assessment committee to ensure that all faculty are engaged in the assessment processes at some point in time and we have opened additional seating in our quality matters training. By doing this, we have increased the overall knowledge of assessment, student learning outcomes, and alignment of instruction which serves as an aspect of ensuring progress is made throughout the duration of the Assessment Academy.

VIII. Assessment of Degree Programs

A. Introduction

Each academic division engages in planning and assessment on an annual basis. The purpose of this planning and assessment process is to:

1. Align the goals of every division with the mission and goals of Crowley's Ridge College.
2. Ensure that every division is collecting and analyzing data from students and other internal and external stakeholders in order to improve the effectiveness of programs.
3. Provide an opportunity for individual divisions and degree programs to communicate their successes and challenges to the College leadership.

The Division Chairs are responsible for completing annual assessment plans and reports according to the established timeline. A standardized template is provided and assessment plans and reports are evaluated by the Academic Assessment Committee. The program student learning outcomes contained in the annual assessment plans are assessed in a variety of ways:

B. Methods of Assessment

Major Field Test: The Major Field Test is a national standardized test administered at the end of the undergraduate business degree program. This test is a comprehensive outcomes assessment designed to measure the critical knowledge and skills commonly obtained by college students in their major program of study. The test evaluates students' ability to analyze and solve problems, understand relationships and interpret material.

Oral Presentation Rubric: Faculty developed rubric for managerial presentation ensures candidates speak appropriately for a given audience with precise delivery techniques such as eye contact, alert posture, smiling, relaxed delivery, approachable appearance and dress. Use of visuals and technology are included in the rubric. BUS 433 managerial communication course.

Written Presentation Rubric: Faculty developed rubric for team presentation ensures candidates write appropriately in preparation of a presentation for a given audience with conciseness, clarity, strong organization, and in a professional format focusing on mechanics, grammar, and proper source documentation style. Delivery techniques, a central message supported by three or more forms of supporting materials, and language will also be evaluated. This rubric will be applied to a written presentation report during the required BUS 223 business communication course.

Auditing Case Rubric: Local faculty created auditing case rubric ensures candidates develop comprehension of critical auditing concepts. Students will act as employees of a CPA firm and will review completed audit workpapers, perform data analytics, develop critical thinking, and organize and conduct an internal inspection of a completed audit engagement. This audit work creates a better understanding of the typical procedures used for data analysis in an audit setting. ACT 433 Auditing I. Sequenced every other spring.

Excel Semester Project: Local faculty created accounting scenarios are assigned to students during the semester allowing students to apply accounting knowledge using data to create reports, analyze financial statements, and develop a budget. ACT 423 accounting systems. Sequenced every other fall.

Specialized Business Administration Content Knowledge and Application: Faculty developed rubric for internship ensures interns gain “real world” and/or research experience in their chosen field while earning academic credit. Internships may be exploratory (unpaid) or professional (paid). The goal of each internship is to provide students with opportunities to develop job-related skills through college-approved work experiences. Business Internship BUS473

Specialized Marketing Content Rubric: Faculty developed rubric for candidates to ensure a well rounded grasp of marketing. A test will be given and graded in five different categories and compared year to year. This will be done in MKT 423 Marketing Research.

Specialized Business Management Course Rubric: Faculty developed rubric for class learning activities in MGM323 (Organizational Management) ensures that students will be able to use their acquired knowledge to solve problems in new situations. The rubric will ensure students will be able to discover, understand and summarize information concerning Commitment, Motivation, Handling stress on the job, the ability to demonstrate an understanding of the Big Five Taxonomy, the purpose and uses of organizational structure and measure team success.

AAC&U Creative Thinking Value Rubric: The value rubrics were developed by faculty experts from colleges and universities across the United States and incorporated feedback from a variety of sources. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are scored by assigning a value 1-4 (4 highest) in each of the 5 different categories. The “Innovative Thinking” section will be pulled from the rubric. The rubric will be applied to a written assignment and presentation presented and submitted by the students during the course HPE353. The assignment for the assessment will be as follows: students will be interviewing a sports management professional that is not faculty or staff of Crowley’s Ridge College. This interview will be either in person or a skype interview, however in person is preferred by the instructor. This interview will focus on the interviewee’s outlook on the current state of sports in our society, the interviewer and interviewee’s issues that exist within their field and how they plan to or how they are going about solving these challenges, and the inconsistencies that exist within sports and society. The student will then generate a transcription of the recorded interview and will make a formal presentation of the account.

AAC&U Teamwork Value Rubric: The value rubrics were developed by faculty experts from colleges and universities across the United States and incorporated feedback from a variety of sources. The rubrics articulate fundamental criteria for each learning outcome, with

performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are scored by assigning a value 1-4 (4 highest) in each of the 5 different categories. The rubric will be applied during the team building effort during the course HPE423. The assignment will be as follows: students will be a part of a sports management committee. This committee will assemble sports marketing promotions and events that will take place during the spring semester sports.

Specialized Business Management Course Rubric: Faculty developed rubric for class learning activities in MGM323 (Organizational Management) ensures that students will be able to use their acquired knowledge to solve problems in new situations. The rubric will ensure students will be able to discover, understand and summarize information concerning Commitment, Motivation, Handling stress on the job, the ability to demonstrate an understanding of the Big Five Taxonomy, the purpose and uses of organizational structure and measure team success.

Biblical Studies Degree Exit Exam: A cooperative (multi-teacher submitted questions), upper-level, course-specific locally designed and graded exam given to Biblical Studies degree graduates at the end of their last semester.

Biblical Studies Graduates Survey: A survey of the last five years of B. A. in Biblical Studies graduates designed to gather information concerning content knowledge and communication skills.

Oral Communication Preaching and Teachings Rubrics: These rubrics will be applied to an oral presentation during the required course BIB 273 'Introduction to Preaching' (men), and to the required and observed religious teaching setting (women).

Church Leaders Survey: A survey of church leaders where B. A. in Biblical Studies graduates (last five years) are ministering. This survey will gather information concerning content knowledge and communication skills.

Greek Readings Comprehensive Vocabulary Exam: This exam is given at the end of Greek Readings, covering all of the vocabulary used in the Biblical readings throughout the course.

Religious Engagement Rubric: This rubric will be applied to the required Internship (BIB 433).

Christian Leadership and Management Graduates Survey: A survey of the last five years of Christian Leadership and Management graduates to be designed with the help of Dr. Bryant. This survey will gather information concerning content knowledge and communication skills.

Student Leadership Log: Business faculty create locally developed forms for students to record leadership and service performance.

Youth and Family Ministry Degree Exit Exam: A cooperative (multi-teacher submitted questions), upper-level, course-specific locally designed and graded exam given to Youth and Family Ministry degree graduates at the end of their last semester.

Praxis II PLT Exam and Praxis II Content Exams :The Praxis II PLT exams and Praxis II content exams provide evidence completers successfully apply content and pedagogical knowledge. Both exams are closely aligned with the InTASC standards and are used as summative program assessments. Elementary Education students take the Praxis Elementary Education: Multiple Subject Test (Mathematics, Reading and Language Arts, Science and Social Studies) along with the Praxis PLT (K-6).

Unit Work Sample Rubric: The Unit Work Sample is a performance based assessment tool that allows teacher candidates to demonstrate the ability to analyze their impact on student learning using direct assessment in the classroom and the ability to make sound, data driven decisions regarding their teaching practice and student learning. The rubric assigns point values that range from 20 to 40 across seven domains of learning. The Unit Work Sample Rubric is a summative assessment.

Lesson Plan Rubric: The Lesson Plan Rubric is applied to lesson plans within the Education program curriculum. It is used here on micro teach activities during Field II and Field III. It is a formative assessment.

TESS Rubric: The TESS rubric is a State of Arkansas mandated rubric that is closely aligned with InTask standards. It is applied to instructional assignments that occur during Field II and the Internship. It is a formative assessment.

Technology Survey: The technology survey is given to teacher candidates near the end of their Internship. One section of the survey asks questions related to overall technological knowledge while the other section asks questions related to the quantity and quality of technology used by teacher candidates in their classrooms. It is a summative assessment.

2019-2020 ACADEMIC ASSESSMENT

Program Name: Bachelor of Arts in Biblical Studies

Mission Statement:

The Bachelor of Arts in Biblical Studies focuses on biblical knowledge, language, and research skills in preparation for pulpit ministry or advanced academic studies.

Note: This mission statement has been revised to be degree specific.

Student Learning Outcomes:

CRC Candidate Proficiency		Description
1	Biblical Knowledge	Candidates demonstrate content knowledge including basic Biblical facts, concepts and principles essential to their discipline.
2	Oral Communication	Candidates produce clearly articulated and well documented oral presentations designed to increase the knowledge and understanding of the listeners and to promote change in their attitudes, values, beliefs, and behaviors.
3	Religious Engagement	Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others while seeking opportunities for leadership, service and collaboration.
4	Greek Language Skills	Candidates possess language skills that are sufficient to evaluate and translate Biblical passages from copies of original Greek documents.

Assessment Report

ACADEMIC PROGRAM:		Bachelor of Arts in Biblical Studies		
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. Biblical Knowledge	Biblical Studies Degree Exit Exam	At least 70% of the students will score 75% or above on the Biblical Studies Degree Exit Exam. 90% of students will score 50% or above in all categories.	<p>GOAL MET: <i>one student took the exam and scored 93%</i></p> <p>GOAL MET in all categories: Exam was divided in 3 categories containing 10 questions in each. Student scored 90% in OT category; 90% in NT category; 100% in Practical/Historical category.</p>	No changes at this time

	<p>Survey of B. A. in Biblical Studies graduates (last five years)</p> <p>Survey of church leaders where B. A. in Biblical Studies graduates (last five years) are ministering.</p>	<p>At least 70% of the students will answer 'agree' or 'strongly agree' on a survey of the last five years of B. A. in Biblical Studies graduates (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate content knowledge being acquired during their degree.</p> <p>At least 70% of church leaders where the last five years of B. A. in Biblical Studies graduates are ministering will answer 'agree' or 'strongly agree' (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate content knowledge being acquired during their degree.</p>	<p>GOAL MET: 11 graduates; 8 were reached about survey; 6 responded to the survey. 100% of students who took the survey answered 'strongly agree' or 'agree' (4 students 'strongly agree'; 2 students 'agree').</p> <p>GOAL MET: 3 elders of 3 different graduates responded to the survey. 100% of church leaders who took the survey answered 'strongly agree'.</p>	<p>CHANGES: the survey does not allow the student to express himself/herself on why they answered anything other than strongly agree; or to offer recommendations that would/could improve so as to check 'strongly agree.' Such should be added to survey/rubric.</p> <p>CHANGES: the survey does not allow the church leader to express himself/herself on why they answered anything other than strongly agree; or to offer recommendations that would/could improve so as to check 'strongly agree.' Such should be added to survey/rubric.</p> <p>Also, more participants would give more accurate results. Perhaps a percentage or specific number should be assigned to the 'Target'</p>
2. Communication	Oral Communication Preaching and Teaching Rubrics	At least 70% of the men students will score at or above a 10 on a 15 point rubric on a	Male Students: <i>Not applicable; no male students were enrolled in this course.</i>	No changes to be made at this time

		<p>required oral presentation in BIB 273 (Introduction to Preaching). At least 70% of the women students will score at or above a 10 on a 15 point rubric on a required and observed (religious) teaching setting to be done by the end of the student's junior year.</p>	<p>GOAL MET: <i>One female student scored 100%</i> (15/15 on rubric).</p>	
	<p>Survey of B. A. in Biblical Studies graduates (last five years)</p>	<p>At least 70% of the students will answer 'agree' or 'strongly agree' on a survey of the last five years of B. A. in Biblical Studies graduates (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate communication skills being acquired during their degree.</p>	<p>GOAL MET: <i>83% of students answered 'agree' (33%) or 'strongly agree' (50%);</i> 17% disagreed.</p>	<p>CHANGES: the survey does not allow the student to express why he/she answered 'disagree' so as to make improvements. Such should be added to survey/rubric.</p>
	<p>Survey of church leaders where B. A. in Biblical Studies graduates (last five years) are ministering</p>	<p>At least 70% of church leaders where the last five years of B. A. in Biblical Studies graduates are ministering will answer 'agree' or 'strongly agree' (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate communication skills being acquired during their degree.</p>	<p>GOAL MET: <i>100% of church leaders answered 'agree' (17%) or 'strongly agree' (83%).</i></p>	<p>CHANGES: the survey does not allow the church leader to express why he/she answered 'agree' instead of 'strongly agree' so as to make improvements. Such should be added to survey/rubric.</p>
<p>3. Religious Engagement</p>	<p>Religious Engagement Rubric</p>	<p>At least 70% of the students will score at or above a 10 on a 15 point rubric on the</p>	<p>Not applicable; no student had an internship this year.</p>	<p>No changes to be made at this time.</p>

	Survey of B. A. in Biblical Studies graduates (last five years)	required Internship (BIB 433). At least 70% of students who have graduated with the B. A. in Biblical Studies (last five years) will be engaged in full-time church work or in graduate studies.	GOAL MET: 73% of students (8/11) are engaged in full-time church work (<i>The definition of "full-time church work has been expanded to include preaching or teaching on a regular basis at the same location or being a spouse of a full-time minister."</i>)	May need to reconsider the expanded definition of "full-time church worker."
4. Greek Language Skills	Comprehensive Greek vocabulary exam.	At least 70% of graduates will score 80% or higher on the comprehensive vocabulary exam.	GOAL MET: only one student took this exam and made an 85%.	No changes to be made at this time.

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Student Learning Outcome Data Analysis and Planned Changes:

Biblical Knowledge: There are three avenues in which biblical knowledge is assessed: the Biblical Studies degree exit exam, Survey of B.A. in Biblical Studies over the past five years, and survey of church leaders where B.A. in Biblical Studies graduates over the past five years are ministering. The goal of the exit exam was met and there are no proposed changes at this time. While the goal of the survey designed for graduates over the past five years was met, there are some concerns with the means of assessment. The survey does not allow the graduates to express themselves as to why they answered the way that the student(s) did. Any answer, other than strongly agree, suggests room for improvements to be made; such feedback would be useful in making proper changes and adaptations. The same is true for the survey of church leaders where these graduates minister. Furthermore, it would prove more helpful if more than one church leader of the minister were to respond to the survey.

Communication: There are three avenues in which communication is assessed: Oral communication preaching and teaching rubrics, survey of B.A. in Biblical Studies graduates over the past five years, and survey of church leaders where B.A. in Biblical Studies graduates over the past five years are ministering. For the one female participant, the goal was met on oral communication and there are no proposed changes at this time. As for the survey of B.A. in Biblical Studies graduates over the past five years, again the goal was met; however, 17%

responded disagree and there is no feedback as to why the student(s) answered this negatively in order to improve. The same relates to the survey of church leaders.

Religious Engagement: There are two avenues in which religious engagement is assessed: religious engagement rubric and survey of B.A. in Biblical Studies graduates over the past five years. The religious engagement rubric is not applicable because there were no internships held by any students. The goal was met on the survey. However, the definition of “full-time church worker” may need to be reconsidered; the definition has to be expanded for certain students.

Greek Language Skills: There is only one avenue to assess Greek language skills: a comprehensive Greek vocabulary exam. This goal was met and there are no proposed changes at this time.

2019-2020 ACADEMIC ASSESSMENT

Program Name: Bachelor of Arts in Biblical Studies with an emphasis on Christian Leadership and Management

Mission Statement:

The Bachelor of Arts in Christian Leadership and Management focuses on developing administrative knowledge and skills pertaining to the organizational goals and functions of a church.

Note: This Mission Statement has been revised to be degree specific.

Student Learning Outcomes:

CRC Candidate Proficiency		Description
1	Biblical Knowledge	Candidates demonstrate content knowledge including basic Biblical facts, concepts and principles essential to their discipline.
2	Communication	Candidates produce clearly articulated and well documented oral presentations designed to increase the knowledge and understanding of the listeners and to promote change in their attitudes, values, beliefs, and behaviors.
3	Religious Engagement	Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others while seeking opportunities for leadership, service and collaboration.
4	Leadership and Management	Candidates connect facts, concepts and principles to construct meaningful responses to situations that commonly arise while managing both for profit and not for profit businesses.

Assessment Report

ACADEMIC PROGRAM:	Bachelor of Arts in Biblical Studies with an emphasis on Christian Leadership and Management			
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. Biblical Knowledge	Christian Leadership and Management Degree Exit Exam	At least 70% of the students will score 75% or above on the Biblical Studies Degree Exit Exam. 90% of students will score 50% or above in all categories.	Not applicable; no student graduating with this degree in this school term.	No changes to be made at this time.
	Survey of B. S. in Christian Leadership graduates (last five years)	At least 70% of the students will answer 'agree' or 'strongly agree' on a survey of the last five years of B. S. in Christian Leadership Biblical Studies graduates (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate content knowledge being acquired during their degree.	GOAL MET: (100%) - The one student who graduated with this degree answered 'strongly agree' .	No changes to be made at this time.
	Survey of church leaders where B. S. in Christian Leadership graduates (last five years) are ministering	At least 70% of church leaders where the last five years of B. A. in Biblical Studies graduates are ministering will answer 'agree' or 'strongly agree' (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate content knowledge being	Not applicable; the one student who graduated in the last five years is not employed by a church.	CHANGE: The purpose of the "Christian Leadership & Management" degree is not designed only for church setting employment, but also for "communications, executive leadership, non-profit organizations,

		acquired during their degree.		and social services.” Survey should be adapted to fit these other possible places or positions of employment outside of the church setting. (Note: the one graduate from this program is working for a Christian College which falls within the possible positions of employment projected from this degree plan.)
2. Professionalism and Communication	Oral Communication Preaching and Teaching Rubric Survey of B. S. in Christian Leadership and Management graduates (last five years)	At least 70% of the men students will score at 10 or above on a 15 point rubric evaluating the required oral presentation in BIB 273 (Introduction to Preaching). At least 70% of the women students will score at 10 or above a 15 points rubric evaluating a required and observed (religious) class teaching setting. At least 70% of the students will answer ‘agree’ or ‘strongly agree’ on a survey of the last five years of B. A. in Biblical Studies graduates (with the other two options being ‘disagree’ and ‘strongly disagree’) on questions related to adequate professionalism and	Not applicable; no male student qualified to take this course (<i>all lower classmen</i>); no female student enrolled in this degree program. GOAL PARTIALLY MET: (100%) - The one graduate who took the survey answered ‘strongly agree’ . (Note: There were no specific questions on the rubric addressing adequate professionalism.)	POTENTIAL CHANGE: Should perhaps consider developing a second rubric for lower classmen. CHANGES: The questions on the rubric need to be revisited and edited to include questions pertaining to professionalism.

	Survey of church leaders where B. S. in Christian Leadership and Management graduates (last five years) are ministering	<p>communication skills being acquired during their degree.</p> <p>At least 70% of church leaders where the last five years of B. A. in Biblical Studies graduates are ministering will answer 'agree' or 'strongly agree' (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate professionalism and communication skills being acquired during their degree.</p>	Not applicable; the one quaduate works for a Christian College.	<p>CHANGE: The purpose of the "Christian Leadership & Management" degree is not designed only for church setting employment, but also for "communications, executive leadership, non-profit organizations, and social services." Survey should be adapted to fit these other possible places or positions of employment outside of the church setting. (Note: see above change under 'Biblical Knowledge'.)</p>
3. Religious Engagement	<p>Religious Engagement Rubric</p> <p>Survey of B. A. in Biblical Studies graduates (last five years)</p>	<p>At least 70% of students will score at 10 or above on a 15 point rubric designed to evaluate a required service project to be completed during or before their junior year.</p> <p>At least 70% of students who have graduated with the B. A. in Christian Leadership and Management (last five years) will be engaged</p>	<p>Not applicable; no student was required to have a service project.</p> <p>GOAL MET: (100%) - The one graduate works in full-time church work (<i>Church work has been expanded to include working for a Christian College</i>).</p>	<p>No changes to be made at this time.</p> <p>CHANGE: Instead of expanding the definition of "church work" the goal should be edited to incorporate other leadership &</p>

		in full-time Christian work.		management fields outside of church work.
4. Leadership and Management	Rubric applied to a project in Organizational Management (MGM323).	At least 75% of students will score 30 or higher on a 60 point rubric. 90% of students will score 5 or higher.	Not applicable; no students needed to take this course.	No changes to be made at this time.
	Student Leadership Log	Student Leadership Log to be turned in at mid-term of graduating semester for review by faculty overseeing Christian Leadership and Management Degree. The log should contain at least four different activities (such as teaching, preaching, committee work, worship planning, etc.) with a minimum of 25 occasions of activity participation.	Not applicable; no students graduating with this degree this year.	No changes to be made at this time.

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Student Learning Outcome Data Analysis and Planned Changes:

Biblical Knowledge: There are three avenues in which Biblical knowledge is assessed: Christian Leadership & Management Degree exit exam, survey of B.S. in graduates over the past five years, and survey of church leaders where these graduates are ministering (over the past five years). The exit exam is not applicable; no student in currently enrolled in the degree plan. The goal of the survey of graduate students was met and no proposed changes at this time. The survey of church leaders is also not applicable due to only one student graduating from the program in the past five years and said student is not employed by a church. However, it should be noted that the Christian Leadership & Management degree program is not designed *only* for church employment. Thus the survey should be adapted to be used for other areas of

employment. Such as: management, non-profits, social services, Christian schools and administration.

Professionalism & Communication: There are three avenues in which professionalism and communication are assessed: Oral communication preaching and teaching rubric, survey of B.S. in Christian Leadership & Management graduates over the past five years, and survey of church leaders where these graduates of the past five years are ministering. The oral communication preaching and teaching rubric is not applicable; no upper level students are in the degree plan. However, a proposed change or question: should a second rubric be considered for lower classmen? the goal of the survey of graduate students was partially met - there are no specific questions on the rubric addressing adequate professionalism. A proposed change is to revisit and edit the rubric to include questions pertaining to professionalism. Again, the survey of church leaders was not applicable because no graduates over the past five year work in a church setting. Again, the recommended change is to develop a survey that can be used in other areas of employment.

Religious Engagement: There are two avenues in which religious engagement is assessed: religious engagement rubric and survey of B.A. in Biblical Studies graduates over the past five years. The religious engagement rubric is not applicable; no student(s) was required to have a service project. No proposed changes at this time. The goal of the survey of graduates was met. A proposed goal is to expand the definition of “church work” to include other leadership and management fields outside of church work.

Leadership & Management: There are two avenues in which leadership and management are assessed: Rubric applied to a project in Organizational Management and the student leadership log. The rubric is not applicable; no student(s) took this course. The student leadership log is not applicable; no student(s) graduating with this degree this year. No proposed changes at this time to either avenue of assessment.

2019-2020 ACADEMIC ASSESSMENT

Program Name: Bachelor of Arts in Biblical Studies with an emphasis on Youth and Family Ministry

Mission Statement:

The Bachelor of Arts in Youth and Family Ministry focuses on developing awareness of youth needs/issues and developing strategies and skills to mentor youth from a context of faith and church involvement.

Student Learning Outcomes:

	CRC Candidate Proficiency	Description
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1	Application of Biblical Teachings	Candidates connect Biblical facts, concepts and principles to construct meaningful responses to questions related to youth and family ministry.
2	Oral Communication	Candidates produce clearly articulated and well documented oral presentations designed to increase the knowledge and understanding of the listeners and to promote change in their attitudes, values, beliefs, and behaviors.
3	Religious Engagement	Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others while seeking opportunities for leadership, service and collaboration.

Assessment Report

ACADEMIC PROGRAM:		Bachelor of Arts in Biblical Studies with emphasis in Youth & Family Ministry		
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. Application of Biblical Teachings	Rubric applied to Youth and Family Ministry Degree Exit Exam	At least 70% of the students will score 12 or above out of 16 on the Youth and Family Ministry Degree Exit Exam Rubric. 90% of students will score 2 out of 4 or higher in all categories.	<p>GOAL MET: both students scored 87% on the exam.</p> <p>GOAL MET: the exam was broken down into three categories and both students scored above 50% in all three categories. (Student 1: 67%; 100%; 93%. Student 2: 78%; 86%; 93%)</p>	<p>No changes need to be made at this time.</p> <p>No changes need to be made at this time.</p>
	Survey of B. A. in Youth and Family Ministry graduates (last five years)	At least 70% of the students will answer 'agree' or 'strongly agree' on a survey of the last five years of B. A. in Youth and Family Ministry graduates (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate content knowledge being acquired during their degree.	<p>GOAL MET: (100%) - only one student responded to this survey and he/she answered 'agree.'</p>	<p>CHANGES: the survey does not allow the student to express why he/she answered 'agree' so as to make improvements. Such should be added to survey/rubric.</p>
	Survey of church leaders where B. A. in Youth and Family	At least 70% of church leaders where the last five years of B. A. in	Not applicable; the one student is not currently working with a church.	<p>CHANGES: Said student is not working with a</p>

	Ministry graduates (last five years) are ministering	Youth and Family Ministry graduates are ministering will answer 'agree' or 'strongly agree' (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate content knowledge being acquired during their degree.		church, but he is working with youth within a college setting. Perhaps a secondary survey should be developed for students in other forms of ministry other than a church setting. These adjustments have been made in other places within this assessment already (i.e. Religious Engagement).
2. Oral Communication	Oral Communication Teaching Rubric	At least 70% of the students will score at 10 or above on a 15 point rubric designed to evaluate a required and observed (church) youth class teaching setting. 90% of students will score 1 out of 3 in all categories.	GOAL PARTIALLY MET: Due to the COVID-19 crisis, churches were not holding youth classes. This goal was adjusted to an oral presentation in BIB 273. 75% of the male students scored 10 or above on a 15 point rubric. (Student 1 - 86%; Student 2 - 91%; Student 3 - 65%; Student 4 - 82%). One female student scored 87% (13/15).	No changes to be made at this time
	Survey of B. A. in Youth and Family Ministry graduates (last five years)	At least 70% of the students will answer 'agree' or 'strongly agree' on a survey of the last five years of B. A. in Youth and Family Ministry graduates (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate communication skills	GOAL MET: (100%) - the one student who answered the survey responded ' strongly agree '.	No changes to be made at this time.

	Survey of church leaders where B. A. in Youth and Family Ministry graduates (last five years) are ministering	being acquired during their degree. At least 70% of church leaders where the last five years of B. A. in Youth and Family Ministry graduates are ministering will answer 'agree' or 'strongly agree' (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate communication skills being acquired during their degree.	Not applicable; the one student is not currently working with a church.	CHANGES: Said student is not working with a church, but he is working with youth within a college setting. Perhaps a secondary survey should be developed for students in other forms of ministry other than a church setting.
3. Religious Engagement	Modified Religious Engagement Rubric Survey of B. A. in Youth and Family Ministry graduates (last five years)	At least 70% of students will score at 10 or above a 15 point rubric designed to evaluate the required Internship (BIB 433). At least 70% of students who have graduated with the B. A. in Youth and Family Ministry (last five years) will be engaged in full-time church work or graduate studies.	GOAL MET: Both students scored above 70%. <i>Student 1 scored 90% (13.5/15); Student 2 scored 97% (14.5/15).</i> GOAL MET: (100%) - The one student who graduated with this degree in the past 5 years is engaged in full-time church work; the definition of 'full-time church work' has been expanded to include working for a Christian College.	No changes to be made at this time. No changes to be made at this time.

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Student Learning Outcome Data Analysis and Planned Changes:

Application of Biblical Teachings: Application of Biblical teachings is assessed in three avenues: Rubric applied to Youth & Family Ministry Degree exit exam, survey of B.A. in Youth & Family Ministry graduates over the past five years, and survey of church leaders where graduates over the past five years are ministering. Both goals were met with the rubric; no proposed changes at this time. The goal of the survey of graduates was met; one proposed change is to develop a way for graduates to express why they did not answer "strongly agree" on the survey so as to

implement improvements. The survey of church leaders is not applicable; no graduate working in the church setting. One proposed change, however, is to adapt the survey to include campus ministry (the one graduate works in a college setting as a campus minister instead of a church setting as a youth/family minister) and other areas of ministry such as involvement. It also might be helpful to offer a secondary survey for graduates who work in other forms of ministry outside the church setting.

Oral Communications: Oral communication is assessed in three avenues: Oral communication teaching rubric, survey of B.A. in Youth & Family Ministry graduates over the past five years, and survey of church leaders where these graduates of the past five years are ministering. The oral communications goal was partially met; due to COVID-19, many churches suspended their youth classes. This goal was adjusted by presenting an oral presentation in class. No proposed changes to be made at this time. The goal of the survey of graduates was also met and no proposed changes at this time. The survey of church leaders was not applicable; no graduates working with a church. However, a proposed change is to present the survey to a manager or administrator for the said student working in campus ministry and adapt the survey for such. Again, perhaps there should be a secondary survey for graduates working with youth/college/family in other settings outside of church.

Religious Engagement: Religious engagement is assessed in two avenues: Modified religious engagement rubric and survey of B.A. in Youth & Family Ministry graduates over the past five years. Both of these goals were met and no proposed changes at this time.

2019-2020 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Accounting

Mission Statement:

The mission of the Business and Technology Division at Crowley’s Ridge College is to provide students with sufficient knowledge, skills, and understanding of the fundamental principles of the major business disciplines which will enable them to function successfully in the business world as leaders and Christian servants wherever they choose.

Student Learning Outcomes:

		CRC Candidate Proficiency	Description
1		General Business Content Knowledge and Application	Candidates will demonstrate knowledge of core business concepts.

2	Oral Communication	Candidates utilize appropriate business technology to create oral presentations that express complex ideas in an efficient and organized manner.
3	Written Communication	Candidates utilize appropriate business technology and APA guidelines to create written documents that express complex ideas in an efficient and organized manner.
4	Specialized Accounting Content Knowledge and Application	Candidates integrate core concepts and techniques from accounting to solve problems commonly encountered by individuals working as professional accountants.

Assessment Report

ACADEMIC PROGRAM:		Bachelor of Science in Accounting		
Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. General Business Content Knowledge and Application	<p>Major Field Exam (MFT)</p> <p>Business Degree Exit Survey</p>	<p>70% of students will score at or above the national average.</p> <p>At least 70% of the students will score 75% or above on the Major Field Exam. 90% of students will score 50% or above in all categories.</p> <p>90% of students will respond “agree” or “strongly agree” to questions concerning content knowledge preparation.</p>	<p>Target not met. 62% of CRC students scored at or above national average.</p> <p>Target not met. 69% of CRC students scored 75% or above on MFT. Target not met. Unable to extract individual categorized score data for this assessment from current available MFT reports.</p> <p>Target not met. 68% of CRC students responded “agree” or “strongly agree” to questions concerning content knowledge preparation.</p>	<p>Steps have been taken to ensure that specific curriculum concepts in different pathways (Marketing, Accounting, Management) will align with academic standards to increase student knowledge overall also increasing student MFT test scores. See Assessment report.</p> <p>Developed new more flexible and faster track degree plans. Brought in adjuncts to better align credentials to create a quality curriculum.</p>

2. Oral Communication	Rubric applied to an oral presentation in Managerial Communications (MGM433).	At least 70% of the students will score 34 or above on the Oral Presentation Rubric. 90% of students will score 2 or higher in all categories.	Target met. 100% of students scored 34 or above on the Oral Presentation Rubric. Target not met. 67% of students scored 2 or higher in all categories.	2nd Target fell short in three 3 categories all relating to formal presentation skills. In future curriculum, more than one presentation project will be given to ensure students have the feedback they need to create a professional presentation by the end of the course.
3. Written Communication	Rubric applied to a written presentation in Business Communications (BUS223).	At least 70% of the students will score 23 or above on the Written Communication Rubric. 90% of students will score 2 or higher in all categories.	Target met. 100% of students scored 23 or above on the Written Presentation Rubric. Target not met. 78% of students scored 2 or higher in all categories.	2nd Target fell short because of a lack of knowledge about APA Documentation Style. Future curriculum will include more concentration on the APA guidelines in an effort to boost student understanding.
4. Specialized Accounting Content Knowledge and Application	<p>Rubric applied to Auditing Case in Auditing (ACT433).</p> <p>Performance on Excel Semester Project in Accounting Systems (ACT423).</p>	<p>At least 70% of the students will score 23 or above on the Auditing Assignment Case Rubric. 90% of students will score 2 or higher in all categories.</p> <p>70% of students will score 32 or above on the Excel Semester Project. 90% will score 2 or higher in all categories.</p>	<p>Target met. 100% of students scored 23 or above on the Auditing Assignment Case Rubric. Target not met. 80% of students scored 2 or higher in all categories.</p> <p>Target met. 100% of students scored a 32 or above on the Excel Semester Project. Target met. 100% of students scored 2 or higher in all categories.</p>	<p>No changes will be made.</p> <p>All targets met. No changes will be made.</p>

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Student Learning Outcome Data Analysis and Planned Changes:

General Business Content Knowledge and Application/The division of business has invested in a specific report from the ETS testing service that shows average group categorized scores, which will reveal how well CRC students performed compared to national averages in different business disciplines (categories). The student success or lack of success in the different disciplines will ensure that the specific concepts in the different disciplines will align with coursework and curriculum to increase student MFT scores.

Business Degree Exit Survey/The division of business has modified existing degree plans to make them more flexible for existing students and faster track for transferred students. More qualified adjuncts will ensure top of the line credentials, course work, and curriculum.

Oral Communication/The division of business has had discussions regarding the categories students fell short in oral communication which were formal presentation skills. In previous courses, only one presentation was required. In order to give students more feedback in this area and ensure successful learning of this skill, more than one presentation will be required in future coursework.

Written Communication/The division of business has had discussions regarding the areas students were not successful in written communication which was knowledge of APA Documentation Style. Future curriculum will concentrate more in this area ensuring a boost to student understanding.

Specialized Accounting Content Knowledge and Application/Targets were surpassed by a 30% margin. No changes will be made to targets or adjustments to curriculum for the upcoming year.

2019-2020 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Business Administration

Mission Statement:

The mission of the Business and Technology Division at Crowley's Ridge College is to provide students with sufficient knowledge, skills and understanding of the fundamental principles of the major business disciplines which will enable them to function successfully in the business world as leaders and Christian servants wherever they choose.

Student Learning Outcomes:

CRC Candidate Proficiency	Description
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1	General Business Content Knowledge and Application	Candidates will demonstrate knowledge of core business concepts.
2	Oral Communication	Candidates utilize appropriate business technology to create oral presentations that express complex ideas in an efficient and organized manner.
3	Written Communication	Candidates utilize appropriate business technology and APA guidelines to create written documents that express complex ideas in an efficient and organized manner.
4	Specialized Business Administration Content Knowledge and Application	Candidates integrate core concepts and techniques of business administration to solve problems commonly encountered by professionals working in the field of business.

Assessment Report

ACADEMIC PROGRAM:		Bachelor of Science in Business Administration		
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. General Business Content Knowledge and Application	Major Field Exam (MFT)	70% of students will score at or above the national average. At least 70% of the students will score 75% or above on the Major Field Exam. 90% of students will score 50% or above in all categories.	Target not met. 62% of CRC students scored at or above national average. Target not met. 69% of CRC students scored 75% or above on MFT. Target not met. Unable to extract individual categorized score data for this assessment from current available MFT reports.	Steps have been taken to ensure that specific curriculum concepts in different pathways (Marketing, Accounting, Management) will align with academic standards to increase student knowledge overall also increasing student MFT test scores. See Assessment report. Developed new more flexible and faster track degree plans. Brought in adjuncts to better align credentials to create a quality curriculum.
	Business Degree Exit Survey	90% of students will respond "agree" or "strongly agree" to questions concerning content knowledge preparation.	Target not met. 68% of CRC students responded "agree" or "strongly agree" to questions concerning content knowledge preparation.	
2. Oral Communication	Rubric applied to an oral presentation in Managerial	At least 70% of the students will score 34 or above on the Oral Presentation Rubric. 90% of students will	Target met. 100% of students scored 34 or above on the Oral Presentation Rubric.	2nd Target fell short in three 3 categories all relating to formal presentation skills. In future curriculum,

	Communications (MGM433).	score 2 or higher in all categories.	Target not met. 67% of students scored 2 or higher in all categories.	more than one presentation project will be given to ensure students have the feedback they need to create a professional presentation by the end of the course.
3. Written Communication	Rubric applied to a written presentation in Business Communications (BUS223).	At least 70% of the students will score 23 or above on the Written Communication Rubric. 90% of students will score 2 or higher in all categories.	Target met. 100% of students scored 23 or above on the Written Presentation Rubric. Target not met. 78% of students scored 2 or higher in all categories.	2nd Target fell short because of a lack of knowledge about APA Documentation Style. Future curriculum will include more concentration on the APA guidelines in an effort to boost student understanding.
4. Specialized Administration Content Knowledge and Application	Rubric applied for an assignment in Business Internship (BUS473).	At least 70% of the students will score 30 or above on the Business Internship Assignment Rubric. 90% of students will score 5 or higher.	Target met. 100% of students scored 30 or above on the Business Internship Assignment Rubric. Target met. 100% of students scored 5 or higher in all categories.	Target met. Internship packet improved to include approval form, liability waiver form, and rubrics to clarify requirements for the internship.

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Student Learning Outcome Data Analysis and Planned Changes:

General Business Content Knowledge and Application/The division of business has invested in a specific report from the ETS testing service that shows average group categorized scores, which will reveal how well CRC students performed compared to national averages in different business disciplines (categories). The student success or lack of success in the different disciplines will ensure that the specific concepts in the different disciplines will align with coursework and curriculum to increase student MFT scores.

Business Degree Exit Survey/The division of business has modified existing degree plans to make them more flexible for existing students and faster track for transferred students. More qualified adjuncts will ensure top of the line credentials, course work, and curriculum.

Oral Communication/The division of business has had discussions regarding the categories students fell short in oral communication which were formal presentation skills. In previous courses, only one presentation was required. In order to give students more feedback in this

area and ensure successful learning of this skill, more than one presentation will be required in future coursework.

Written Communication/The division of business has had discussions regarding the areas students were not successful in written communication which was knowledge of APA Documentation Style. Future curriculum will concentrate more in this area ensuring a boost to student understanding.

Specialized Administration Content Knowledge and Application/The division of business has had discussions about the successful targets for the business internship program, but the internship program has lacked formality and professionalism in the past. Because of this, the internship packet has been revised as of summer 2020 to reflect more formality and professionalism with approval forms, liability waivers, and rubrics to clarify student and organization requirements.

2019-2020 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Marketing

Mission Statement:

The mission of the Business and Technology Division at Crowley’s Ridge College is to provide students with sufficient knowledge, skills, and understanding of the fundamental principles of the major business disciplines which will enable them to function successfully in the business world as leaders and Christian servants wherever they choose.

Student Learning Outcomes:

CRC Candidate Proficiency		Description
1	General Business Content Knowledge and Application	Candidates will demonstrate knowledge of core business concepts.
2	Oral Communication	Candidates utilize appropriate business technology to create oral presentations that express complex ideas in an efficient and organized manner.
3	Written Communication	Candidates utilize appropriate business technology and APA guidelines to create written documents that express complex ideas in an efficient and organized manner.
4	Specialized Marketing Content Knowledge and Application	Candidates integrate core concepts and techniques of business marketing to solve problems commonly encountered by professionals working in the field of business.

Assessment Report

ACADEMIC PROGRAM:	Bachelor of Science in Marketing	
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A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. General Business Content Knowledge and Application	Major Field Test (MFT) Business Degree Exit Survey	70% of students will score at or above the national average. At least 70% of the students will score 75% or above on the Major Field Exam. 90% of students will score 50% or above in all categories. 90% of students will respond “agree” or “strongly agree” to questions concerning content knowledge preparation.	Target not met. 62% of CRC students scored at or above national average. Target not met. 69% of CRC students scored 75% or above on MFT. Target not met. Unable to extract individual categorized score data for this assessment from current available MFT reports. Target not met. 68% of CRC students responded “agree” or “strongly agree” to questions concerning content knowledge preparation.	Steps have been taken to ensure that specific curriculum concepts in different pathways (Marketing, Accounting, Management) will align with academic standards to increase student knowledge overall also increasing student MFT test scores. See Assessment report. Developed new more flexible and faster track degree plans. Brought in adjuncts to better align credentials to create a quality curriculum.
2. Oral Communication	Rubric applied to an oral presentation in Managerial Communications (MGM433).	At least 70% of the students will score 34 or above on the Oral Presentation Rubric.. 90% of students will score 2 or higher in all categories.	Target met. 100% of students scored 34 or above on the Oral Presentation Rubric. Target not met. 67% of students scored 2 or higher in all categories.	2nd Target fell short in three 3 categories all relating to formal presentation skills. In future curriculum, more than one presentation project will be given to ensure students have the feedback they need to create a professional presentation by the end of the course.
3. Written Communication	Rubric applied to a written presentation in Business Communications (BUS223).	At least 70% of the students will score 23 or above on the Written Communication Rubric.. 90% of students will score 2 or higher in all categories.	Target met. 100% of students scored 23 or above on the Written Presentation Rubric. Target not met. 78% of students scored 2 or higher in all categories.	2nd Target fell short because of a lack of knowledge about APA Documentation Style. Future curriculum will include more concentration on the APA guidelines in an effort to boost student understanding.

4. Specialized Marketing Content Knowledge and Application	Rubric applied to an assignment in Marketing Research (MKT423).	At least 70% of the students will score 70% or above on the Assignment Rubric.. 90% of students will score 50% or higher in all 5 categories.	Marketing Research (MKT423) There were no upperclassmen requiring this course for it to be on the fall or spring schedule. No assessment could be made because of this.	Not applicable
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Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Student Learning Outcome Data Analysis and Planned Changes:

General Business Content Knowledge and Application/The division of business has invested in a specific report from the ETS testing service that shows average group categorized scores, which will reveal how well CRC students performed compared to national averages in different business disciplines (categories). The student success or lack of success in the different disciplines will ensure that the specific concepts in the different disciplines will align with coursework and curriculum to increase student MFT scores.

Business Degree Exit Survey/The division of business has modified existing degree plans to make them more flexible for existing students and faster track for transferred students. More qualified adjuncts will ensure top of the line credentials, course work, and curriculum.

Oral Communication/The division of business has had discussions regarding the categories students fell short in oral communication which were formal presentation skills. In previous courses, only one presentation was required. In order to give students more feedback in this area and ensure successful learning of this skill, more than one presentation will be required in future coursework.

Written Communication/The division of business has had discussions regarding the areas students were not successful in written communication which was knowledge of APA Documentation Style. Future curriculum will concentrate more in this area ensuring a boost to student understanding.

Specialized Marketing Content Knowledge and Application/There were no upperclassmen requiring this course for it to be on the fall or spring schedule. No assessment could be made because of this.

Program Name: Bachelor of Science in Business Management

Mission Statement:

The mission of the Business and Technology Division at Crowley’s Ridge College is to provide students with sufficient knowledge, skills and understanding of the fundamental principles of the major business disciplines which will enable them to function successfully in the business world as leaders and Christian servants wherever they choose.

Student Learning Outcomes:

	CRC Candidate Proficiency	Description
1	General Business Content Knowledge and Application	Candidates will demonstrate knowledge of core business concepts.
2	Oral Communication	Candidates utilize appropriate business technology to create oral presentations that express complex ideas in an efficient and organized manner.
3	Written Communication	Candidates utilize appropriate business technology and APA guidelines to create written documents that express complex ideas in an efficient and organized manner.
4	Specialized Business Management Content Knowledge and Application	Candidates integrate core concepts and techniques of business management to solve problems commonly encountered by professionals working in the field of business.

Assessment Report

ACADEMIC PROGRAM:	Bachelor of Science in Business Management			
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. General Business Content Knowledge and Application	Major Field Exam (MFT) Business Degree Exit Survey	70% of students will score at or above the national average. At least 70% of the students will score 75% or above on the Major Field Exam. 90% of students will score 50% or above in all categories. 90% of students will respond “agree” or “strongly agree” to questions concerning	Target not met. 62% of CRC students scored at or above national average. Target not met. 69% of CRC students scored 75% or above on MFT. Target not met. Unable to extract individual categorized score data for this assessment from current available MFT reports. Target not met. 68% of CRC students responded “agree” or “strongly agree” to questions	Steps have been taken to ensure that specific curriculum concepts in different pathways (Marketing, Accounting, Management) will align with academic standards to increase student knowledge overall also increasing student MFT test scores. See Assessment report.

		content knowledge preparation.	concerning content knowledge preparation.	Developed new more flexible and faster track degree plans. Brought in adjuncts to better align credentials to create a quality curriculum.
2. Oral Communication	Rubric applied to an oral presentation in Managerial Communications (MGM433).	At least 70% of the students will score 34 or above on the Oral Presentation Rubric.. 90% of students will score 2 or higher in all categories.	Target met. 100% of students scored 34 or above on the Oral Presentation Rubric. Target not met. 67% of students scored 2 or higher in all categories.	2nd Target fell short in three 3 categories all relating to formal presentation skills. In future curriculum, more than one presentation project will be given to ensure students have the feedback they need to create a professional presentation by the end of the course.
3. Written Communication	Rubric applied to a written presentation in Business Communications (BUS223).	At least 70% of the students will score 23 or above on the Written Communication Rubric.. 90% of students will score 2 or higher in all categories.	Target met. 100% of students scored 23 or above on the Written Presentation Rubric. Target not met. 78% of students scored 2 or higher in all categories.	2nd Target fell short because of a lack of knowledge about APA Documentation Style. Future curriculum will include more concentration on the APA guidelines in an effort to boost student understanding.
4. Management Content Knowledge and Application	Rubric applied to a project in Organizational Management (MGM323).	At least 75% of students will score 30 or higher on a 60 point rubric. 90% of students will score 5 or higher.	Target met. 80% of students scored 43.8% or higher on a 60 point rubric. Target met. 100% of students scored 5 or higher in each category.	Rubric needs modification, and the first target will be raised to at least 70% of students will score 42 or higher on a 60 point rubric.

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Student Learning Outcome Data Analysis and Planned Changes:

General Business Content Knowledge and Application/The division of business has invested in a specific report from the ETS testing service that shows average group categorized scores, which will reveal how well CRC students performed compared to national averages in different business disciplines (categories). The student success or lack of success in the different disciplines will ensure that the specific concepts in the different disciplines will align with coursework and curriculum to increase student MFT scores.

Business Degree Exit Survey/The division of business has modified existing degree plans to make them more flexible for existing students and faster track for transferred students. More qualified adjuncts will ensure top of the line credentials, course work, and curriculum.

Oral Communication/The division of business has had discussions regarding the categories students fell short in oral communication which were formal presentation skills. In previous courses, only one presentation was required. In order to give students more feedback in this area and ensure successful learning of this skill, more than one presentation will be required in future coursework.

Written Communication/The division of business has had discussions regarding the areas students were not successful in written communication which was knowledge of APA Documentation Style. Future curriculum will concentrate more in this area ensuring a boost to student understanding.

Management Content Knowledge and Application/Target met. No planned changes.

2019-2020 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Sports Management

Mission Statement:

The mission of the Business and Technology Division at Crowley’s Ridge College is to provide students with sufficient knowledge, skills, and understanding of the fundamental principles of the major business disciplines which will enable them to function successfully in the business world as leaders and Christian servants wherever they choose.

Student Learning Outcomes:

CRC Candidate Proficiency		Description
1	Creative Thinking	Candidates will utilise creative thinking skills to analyse and evaluate issues, construct solutions and/or make decisions.

2	Written Communication	Candidates utilize appropriate business technology and APA guidelines to create written documents that express complex ideas in an efficient and organized manner.
3	Teamwork	Candidates will demonstrate the ability to collaborate effectively with other members of a team both as a member and a leader.
4	Specialized Management Content Knowledge and Application	Candidates integrate core concepts and techniques of business management to solve problems commonly encountered by professionals working in the field of business.

Assessment Report

ACADEMIC PROGRAM:	Bachelor of Science in Sports Management			
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1.Creative Thinking	Rubric applied to an assignment in Sports in Society (HPE353)	At least 70% of students will score 16 or higher on a 24 point rubric. 90% of students will score two or higher in all categories.	Sports in Society (HPE353) There were no upperclassmen requiring this course for it to be on the fall or spring schedule. No assessment could be made because of this.	In the future, the SLO will be changed to Ethical Reasoning and will assess Philosophy and Ethics in Sports (HPE433).
2.Written Communication	Rubric applied to a presentation in Business Communications (BUS223)	At least 70% of the students will score 23 or above on the Written Communication Rubric.. 90% of students will score 2 or higher in all categories.	Target met. 100% of students scored 23 or above on the Written Presentation Rubric. Target not met. 78% of students scored 2 or higher in all categories.	2nd Target fell short because of a lack of knowledge about APA Documentation Style. Future curriculum will include more concentration on the APA guidelines in an effort to boost student understanding.
3.Teamwork	Rubric applied to an assignment in Organization and Administration of Sports Programs and Sports Organizations (HPE423)	At least 70% of students will score 14 or higher on a 20 point rubric. 90% of students will score two or higher in all categories.	Target not met due to COVID19. This led to an instructor dropping out in the middle of the semester and no assessment was completed.	No planned changes because of instructor dropout, but the course does not match the student learning outcome of teamwork. In the future, the course Sports Marketing and

				Promotion will have an assignment assessed by the teamwork SLO.
4.Specialized Sports Management Content Knowledge and Application	Rubric applied to a project in Organizational Management (MGM323).	At least 75% of students will score 30 or higher on a 60 point rubric. 90% of students will score 5 or higher.	Target met. 80% of students scored 43.8% or higher on a 60 point rubric. Target met. 100% of students scored 5 or higher in each category.	Target was met but in the future this SLO will assess the Portfolio assignment in the Sports Management Internship (HPE436).

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Student Learning Outcome Data Analysis and Planned Changes:

Creative Thinking - There was not a need for Sports in Society in the fall or spring semester, therefore there is no data to assess. In the future, the Creative Thinking Student Learning outcome will be replaced with Ethical Reasoning. The class that will be assessed is Philosophy and Ethics in Sports.

Written Communication/Rubric applied to Presentation in Business Communications - The target was met with 100% of students scoring 23 or above on the Written Presentation Rubric and 78% if those students scored a 2 or higher in all categories. In the future, there will be a focus on APA guidelines in an effort to better prepare students for the presentation.

Teamwork - The SLO was unable to be assessed due to many variables out of our control. With Covid-19 switching us to an online platform, the instructor for this course failed to provide the assignment to be assessed. In the future, the Teamwork SLO will be assessed with an assignment in Sports Marketing and Promotion.

Specialized Management Content Knowledge and Application/Rubric applied to assignment in Organizational Management - The target was met with 80% of students scoring 43.8% or higher on a 60 point rubric and 100% of those students scored a 5 or higher in each category. In the future, this SLO will assess the Portfolio assignment in the Sports Management Internship course.

2019-2020 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Education – K-6 Elementary

Mission Statement:

The Division of Teacher Education will provide comprehensive preparation experiences to produce teachers of high moral character and competency in both subject matter and teaching methods. The degrees that we offer will be reflective of the current education needs and teacher shortages in our community, state, and region while taking advantage of our existing resources and personnel.

Student Learning Outcomes:

	CRC Candidate Proficiency	Description
1	Diversity of Instruction	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	Social and Cultural Integration	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.
3	Content Expertise	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
4	Effective Assessment	The teacher understands and uses multiple methods of written and digital assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making processes.
5	Effective Planning	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, technology, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
6	Effective Delivery	The teacher is well versed in both formal and informal methods of written and oral communication. He or she delivers lessons that make use of multiple modalities that target

			diverse learning styles.
7		Technological Competence	The teacher is well versed in educational technology and utilizes appropriate hardware and software in the performance of his or her duties as a professional educator.

Assessment Report

ACADEMIC PROGRAM:	Bachelor of Science in Education K-6 Elementary Education			
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
<p>1. Diversity of Instruction</p> <p><i>CT Cooperating Teacher</i></p> <p><i>IS CRC Intern Supervisor</i></p>	<p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship.</p>	<p>All categories Domains 1-4:</p> <p>Target 1: 2.75 average or higher in each category on rubric evaluating the Internship.</p> <p>Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III.</p>	<p>Assessment data presented will be on the 1 completer from SP2020. The average score for each category is the following:</p> <p>Domain 1: Planning and Preparation 3 CT/2.8 IS/Average 2.9</p> <p>Domain 2: Classroom Environment 3.0 CT/3.8 IS/Average 3.4</p> <p>Domain 3: Instruction 3.4 CT/3 IS/Average 3.2</p> <p>Domain 4: Professional Responsibility 3 CT/3 IS/Average 3</p> <p>This student did not have FIII evaluations that were able to be collected so growth</p>	<p>SP 2020 was the first semester new forms were used and cross referenced from Field III to Internship. Assessments from the 2020-2021 should give more data for curriculum changes. We will continue to have Field III students work on TESS goals before Internship to calculate more accurate growth as well as have PD available for cooperating teachers on how to correctly score the TESS rubric. Field II teaching experience scores are also being tracked to create a portfolio of scores for completers.</p>

	<p>Unit Work Sample Rubric</p>	<p>Target 1: Establish baseline scores for the section “Reflection on Teaching Practice” Target 2: 100% of yearly outlier scores are investigated.</p>	<p>scores were taken from the student growth plan. The student self-assessed growth in section 1 component F and section 3 component 2. Both of these components are related to assessment. Due to COVID the student did not get to teach in the second part of the Internship and improve the growth score or have a summative TESS. Despite not having all the documentation, this completer was above the target on all categories.</p> <p>Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric Due to COVID the UWS was not a completed document. The completer however did identify strengths and weaknesses related to her TESS scores. 2A creating an environment of respect and rapport, 2D managing student behavior,</p>	<p>Due to COVID, the UWS will continue to be a pilot for FA2020-SP2021. Data collected from this time frame will be more useful in making curriculum changes and/or adjustments. One change made for the beginning of FA 2020 was the addition of an Intern Workshop discussing and working through the components of how to gather data for the UWS.</p>
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			and 4A reflecting on teaching. These average scores from both the CT and IS are 2A/3.5, 2D/3.5, and 4A/3 . These scores show well above the TESS target score and set a baseline for future target scores for the continued pilot of the UWS for FA2020.	
2. Social and Cultural Integration	<p>PRAXIS: PLT (K-6) coded 5622 (This test is not required for licensure by state but being used as program evaluation requirement by CAEP in completion of degree)</p> <p>Unit Work Sample Rubric Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric</p>	<p>Students as Learners: Target 1: 70% of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Target 1: Establish baseline scores for the section "Contextual Factors" Target 2: 100% of yearly outlier scores are investigated.</p>	<p>Completer scored 181 on PLT test code 5622. The average score for the state of AR is 160. The breakdown of the Students as Learners category was the completer scored 17/21 or 81%.</p> <p>Due to COVID the Pilot of the UWS has been moved to FA20. This completer however did have some data for Contextual Factors. She indicated her internship school had 487 students enrolled with 81% free and reduced lunch eligible. The school was also part of a Magnet School program with the</p>	<p>This score indicates that the program curriculum was on target. Scores will continue to be monitored for curriculum assessment.</p> <p>While the completer gave details that were on target for the contextual factors section of the UWS, the why and how these factors affect student learning and teaching were missing. This is an indicator that we need to work on the analysis part of this assignment. Field II and Field III will have analysis added to their site context assignment starting Fall 2020.</p>

	<p>Lesson Plan Rubric</p>	<p>Demonstrating Knowledge of Students: Target 1:3.0 average or higher in each category on rubric applied during Field III Target 2: Average scores in all categories from rubric applied during the Field III will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field II</p>	<p>International Theme throughout grade levels. It was a 1 to 1 technology school with high parent participation in the PATHS parent group. Her particular classroom had above average test scores with 9 of the 25 students being identified as gifted. The racial breakdown was 17 caucasian, 6 African American, 1 Hispanic, and 1 other.</p> <p>This completer had already taken FII and FIII before this assessment artifact was put into place. The lesson plan rubric used for assessment purposes was from this completer's Internship placement #1 location. The total rubric scored was 28/32 or 88%. The category of Demonstrating knowledge of students was 4 which is above average from the target. This student</p>	<p>Curriculum is on target according to this data. Changes however have been implemented where the lesson plan rubric is being used across the entire Education Program and not just in Field Experience classes. The online portfolio has also been updated where students will analyze their own growth on the lesson plan rubric between Field II, III, and Internship.</p>
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			scored a 3 or 4 in all categories which is on and above target.	
3. Content Expertise	<p>PRAXIS: Multiple Subject Test as a group coded 5001/separate testing codes are from 5002-5005</p> <p>PRAXIS: Multiple Subject Test as a group coded 5001/separate testing codes are from 5002-5005</p> <p>PRAXIS: Multiple Subject Test as a group coded 5001/separate testing codes are from 5002-5005</p>	<p>Math 5003: Target 1:70%of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Reading and Language Arts 5002: Target 1:70%of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Science 5005: Target 1:70%of students score average or above average range Target 2: 100% of yearly outlier scores are investigated.</p>	<p>Math 5003 score for the 2019-2020 completer was 200. The average state score is between 161-187. This completer only missed 3 items on the entire test. The score of 200 is well above the target. There were no MATH 5003 outlier scores for the 2019-2020 Academic Assessment year.</p> <p>RLA 5002 score for the 2019-2020 completer was 173. The average state score range is between 162-179 with the acceptable passing score of 157. This completer's score falls between that range. There was one outlier score which was 160. This score is below the state average but still in the passing score range from the state.</p> <p>Science 5005 score for the 2019-2020 completer was 165.</p>	<p>Although there were no outlier scores for this academic assessment year, the two math courses within the Education program have had an instructor and curriculum update due to class scores and program evaluation from the 2019-2020 academic year.</p> <p>The curriculum and instructor for courses related to Reading and Language Arts have been aligned with the new RISE standards from the state starting FA2020. We have also impleted PD from an AR Co-op as well to further give students the knowledge they need to be successful in these areas.</p> <p>Even though the 5005 Science scores were passing scores and on target with state scores, curriculum and instructor changes were made for the upcoming SP2021 school year based on program evaluation that took place in SP2020.</p>

	<p>PRAXIS: Multiple Subject Test as a group coded 5001/separate testing codes are from 5002-5005</p> <p>PRAXIS: PLT (K-6) coded 5622</p> <p>Unit Work Sample Rubric</p>	<p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Social Studies 5004: Target 1: 70% of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Instructional Process: Target 1: 70% of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p>	<p>The average state score range is between 161-179 with a passing score from the state of 155. This completer's score was in the middle of the state range and above the minimum passing score.</p> <p>There was one outlier score which was 165 as well. The same analysis as the completer applies. Social Studies 5004 score for the 2019-2020 completer was 160. The average state score range is between 156-177 with a state passing score of 155. This completer's score was in the middle of the state range and above the minimum passing score.</p> <p>There was one outlier score for the 2019-2020 data which was 158. This score is on the lower end of the state average range of 156-177 but above the minimum passing score of 155.</p>	<p>Even though the 5004 Social Studies scores were passing scores and on target with state scores, curriculum and instructor changes were made for the upcoming SP2021 school year based on program evaluation that took place in SP2020.</p> <p>This score indicates that the program curriculum was on target. Scores will continue to be monitored for curriculum assessment.</p>
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	<p>Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric</p> <p>Lesson Plan Rubric</p>	<p>Target I: Establish baseline scores for the section "Learning Goals and Outcomes"</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Demonstrating Knowledge of Content:</p> <p>Target I: 3.0 average or higher in each category on rubric applied during Field III</p> <p>Target 2: Average scores in all categories from rubric applied during the Field III will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field II</p>	<p>Completer scored 181 on PLT test code 5622. The average score for the state of AR is 160. The breakdown of the Instructional Process was 15/21 or 71% which was in the middle range of the state performance of 13-17. There were no outlier PLT scores for the 2019-2020 academic assessment year.</p> <p>Due to COVID 19 and public schools going online for the second part of the school year, the 2019-2020 completer was not able to gather information in this section of the UWS. The pilot of the UWS has been moved to FA2020.</p> <p>This completer had already taken FII and FIII before this assessment artifact was put into place. The lesson plan rubric used for</p>	<p>Changes will be looked at after the FA2020 pilot is completed.</p> <p>Curriculum is on target according to this data. Changes however have been implemented where the lesson plan rubric is being used across the entire Education Program and not just in Field Experience classes. The online portfolio has also been updated where students will analyze their own growth on the lesson plan rubric between Field II, III, and Internship.</p>
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			assessment purposes was from this completer's Internship placement #1 location. The total rubric scored was 28/32 or 88%. The category of Demonstrating knowledge of content was 3 which is on target.	
4. Effective Assessment	<p>PRAXIS: PLT (K-6) coded 5622</p> <p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship.</p>	<p>Assessment: Target 1:70%of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Planning and Preparation: Target 1: 2.75 average or higher in each category on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average</p>	<p>Completer scored 181 on PLT test code 5622. The average score for the state of AR is 160. The breakdown of the Assessment section was 9/13 or 69% which was in the middle range of the state performance of 8-11. There were no outlier PLT scores for the 2019-2020 academic assessment year.</p> <p>The completer scores for Planning and Preparation on the TESS rubric from the 1st placement of Internship were above target at 3.0 from the cooperating teacher and 2.8 from the IS. These scores average out to a 2.9</p>	<p>This score indicates that the program curriculum was on target. Scores will continue to be monitored for curriculum assessment. After the SP20 program and Assessment course review, the application of what to do with assessment will be a focus of added curriculum in this course.</p> <p>SP 2020 was the first semester new forms were used and cross referenced from Field III to Internship. Assessments from the 2020-2021 should give more data for curriculum changes. We will continue to have Field III students work on TESS goals before Internship to calculate more accurate growth as well as have PD available for cooperating teachers on how to correctly score the TESS rubric. Field II teaching experience scores are also being tracked to</p>

	<p>Unit Work Sample Rubric</p> <p>Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric</p>	<p>scores from the corresponding categories on the rubric applied during Field III</p> <p>Target 1: Establish baseline scores for the section "Assessment Plan"</p> <p>Target 2: 100% of yearly outlier scores are investigated</p>	<p>which is still above target.</p> <p>This completer was not part of the revised Field III course that required students to keep TESS documents as evidence for growth so the 10% increase goal is not available to calculate.</p> <p>Due to COVID 19 and public schools going online for the second part of the school year, the 2019-2020 completer was not able to gather information in this section of the UWS. The pilot of the UWS has been moved to FA2020.</p>	<p>create a portfolio of scores for completers.</p> <p>Changes will be looked at after the FA2020 pilot is completed.</p>
<p>5. Effective Planning</p>	<p>PRAXIS: PLT (K-6) coded 5622</p>	<p>Analysis of Instructional Scenarios:</p> <p>Target 1: 70% of students score average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p>	<p>Completer scored 181 on PLT test code 5622. The average score for the state of AR is 160. The breakdown of the Analysis of Instructional Scenarios section was 16/16 or 100% which was above the range of the state performance of 12-15. There were no outlier PLT scores for the 2019-2020</p>	<p>This score indicates that the program curriculum was on target. Scores will continue to be monitored for curriculum assessment.</p>

	<p>Unit Work Study Rubric Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric</p> <p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship</p>	<p>Target 1: Establish baseline scores for the section “Design for Instruction”</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>The Classroom Environment:</p> <p>Target 1: 2.75 average or higher in each category on rubric evaluating the Internship.</p> <p>Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III</p>	<p>academic assessment year.</p> <p>Due to COVID 19 and public schools going online for the second part of the school year, the 2019-2020 completer was not able to gather information in this section of the UWS. The pilot of the UWS has been moved to FA2020.</p> <p>The completer scores for domain 2 Classroom Environment on the TESS rubric from the 1st placement of Internship were above target at 3.0 from the cooperating teacher and above target at 3.8 from the IS. These scores average out to a 3.9 which is well above target. Average of the CT and IS together sits at 3.4 well above the 2.75 target.</p> <p>This completer was not part of the revised Field III course that required</p>	<p>Changes will be looked at after the FA2020 pilot is completed.</p> <p>SP 2020 was the first semester new forms were used and cross referenced from Field III to Internship. Assessments from the 2020-2021 should give more data for curriculum changes. We will continue to have Field III students work on TESS goals before Internship to calculate more accurate growth as well as have PD available for cooperating teachers on how to correctly score the TESS rubric. Field II teaching experience scores are also being tracked to create a portfolio of scores for completers.</p>
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			<p>students to keep TESS documents as evidence for growth so the 10% increase goal is not available to calculate.</p> <p>Domain 2: Classroom Environment 3.0 CT/3.8 IS/Average 3.4</p>	
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<p>6. Effective Delivery</p>	<p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship</p> <p>Unit Work Study Rubric Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric</p>	<p>Instruction: Target 1: 2.75 average or higher in each category on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III</p> <p>Target 1: Establish baseline scores for the section "Analysis of Student Learning" Target 2: 100% of yearly outlier scores are investigated.</p>	<p>The completer scores for domain 3 Instruction on the TESS rubric from the 1st placement of Internship were above target at 3.4 from the cooperating teacher and on target at 3.0 from the IS. These scores average out to a 3.2 which is well above target of 2.75. Domain 3: Instruction 3.4 CT/3.0 IS/Average 3.2 This completer was not part of the revised Field III course that required students to keep TESS documents as evidence for growth so the 10% increase goal is not available to calculate.</p> <p>Due to COVID 19 and public schools going online for the second part of the school year, the 2019-2020 completer was not able to gather information in this section of the UWS. The pilot of the UWS has been moved to FA2020.</p>	<p>SP 2020 was the first semester new forms were used and cross referenced from Field III to Internship. Assessments from the 2020-2021 should give more data for curriculum changes. We will continue to have Field III students work on TESS goals before Internship to calculate more accurate growth as well as have PD available for cooperating teachers on how to correctly score the TESS rubric. Field II teaching experience scores are also being tracked to create a portfolio of scores for completers.</p> <p>Changes will be looked at after the FA2020 pilot is completed.</p>
<p>7. Technological Competence</p>	<p>Technology Survey</p>	<p>Personal Technology Skills:</p>	<p>Data from the technology pilot survey indicated:</p>	<p>This pilot data showed some similarities between the CRC completers</p>

	<p>Technology Survey</p>	<p>Target I:New survey - piloting Spring 2020 to obtain benchmark assessment tools. Will be presented to committees for review in FA2020.</p> <p>Frequency of Classroom Use: Target I:New survey - piloting Spring 2020 to identify and obtain benchmark assessment tools. Will be presented to committees for review in FA2020.</p>	<p>Personal Skills Information 1= not a user 2=beginner 3=confident 4=capable of teaching others</p> <p>Frequency of Use with Students 1= seldom/never 2=monthly 3=weekly 4=daily</p> <p>The completer was in a 6th grade math class in a district that is technology rich and a 1to 1 technology school.</p> <p>Personal Skills:</p> <p>Not a User: 2 pts Beginner: 12 pts Confident: 24 points Capable of teaching others=0 points</p> <p>The completer identified discovery tools, software spreadsheets (Excel), instructional games, software specific skills (moby max, dreambox, imagine learning et.) and adaptive technology as beginner level. Word, multimedia, graphics, internet, email as confident.</p>	<p>strengths as well as the frequency of use of public school students. This is an indicator of curriculum alignment for this particular completer in a 6th grade classroom. The challenge is collecting data from across the K-6th grade levels to determine what technology will be the most valuable for EPP students to learn for public school use. As of FA2020 the Teaching and Technology course will be reviewed and curriculum and or delivery changes will be made. (it is currently being taught as an online course) FA2020 will send the same completer survey out to the Teaching and Technology participants as a pre assessment used for comparison and growth. These students will only complete the personal section not the student section of the survey.</p> <p>The crossover between CRC student confidence and frequency of use in the public school were in the following categories and will continue to be taught throughout the program.</p> <p>Desktop presentations Graphics Multimedia Internet tools Calculator</p> <p>One of the discrepancies was with content specific software. Public school</p>
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	<p>Lesson Plan Rubric</p>	<p>Technology Integration: Target 1: 3.0 average or higher in each category on rubric applied during Field III Target 2: Average scores in all categories from rubric applied during the Field III will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field II</p>	<p>Frequency of Use with Students:</p> <p>Seldom/never: 8 points Monthly: 6 points Weekly: 12 points Daily: 8 points</p> <p>The completer identified spreadsheets, discovery tools, simulations, web tools, digitizing, and word processing as seldom/never used with students while presentations, internet tools, calculators, multimedia were used weekly. The daily technology integration was with graphics and content specific software.</p> <p>This completer had already taken FII and FIII before this assessment artifact was put into place. The lesson plan rubric used for assessment purposes was from this completer's Internship placement #1 location. The total rubric scored was</p>	<p>students were using this daily but the EPP does not currently have availability for training on these specific software programs. FA2020 will start looking into availability of training for these specific programs. This information will be discussed in the Education Advisory Committee for program evaluation.</p> <p>Curriculum is on target according to this data. Changes however have been implemented where the lesson plan rubric is being used across the entire Education Program and not just in Field Experience classes. The online portfolio has also been updated where students will analyze their own growth on the lesson plan rubric between Field II, III, and Internship. Technology inclusion methods and delivery is on the agenda for improvement with purposeful lessons of technology inclusion.</p>
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			28/32 or 88%. The category of Technology Integration was a 4.0 which is above target. Kahoot was the program used for this lesson plan delivery.	
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2019-2020 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Education – K-12 Physical Education

Mission Statement:

The Division of Teacher Education will provide comprehensive preparation experiences to produce teachers of high moral character and competency in both subject matter and teaching methods. The degrees that we offer will be reflective of the current education needs and teacher shortages in our community, state, and region while taking advantage of our existing resources and personnel.

Student Learning Outcomes:

		CRC Candidate Proficiency	Description
1		Diversity of Instruction	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2		Social and Cultural Integration	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.
3		Content Expertise	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

4	Effective Assessment	The teacher understands and uses multiple methods of written and digital assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making processes.
5	Effective Planning	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, technology, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
6	Effective Delivery	The teacher is well versed in both formal and informal methods of written and oral communication. He or she delivers lessons that make use of multiple modalities that target diverse learning styles.
7	Technological Competence	The teacher is well versed in educational technology and utilizes appropriate hardware and software in the performance of his or her duties as a professional educator.

Assessment Report

ACADEMIC PROGRAM:	Bachelor of Science in Education K-6 Elementary Education			
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. Diversity of Instruction <i>CT Cooperating Teacher</i> <i>IS CRC Intern Supervisor</i>	Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship.	All categories Domains 1-4: Target 1: 2.75 average or higher in each category on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the	Assessment data presented will be on the 1 completer from FA2019. The average score for each category is the following: Domain 1: Planning and Preparation 2.8 CT/0 IS/Average 1.4 Domain 2: Classroom Environment 2.6	After the FA2019 CAEP visit, and observations of the SP 2019 completer in the field, the PE program assessment was that students were not prepared for several sections in the TESS document. Program changes were immediately implemented including training for the PE staff that resulted in new faculty. SP 2020 was the

	<p>Unit Work Sample Rubric</p> <p>PRAXIS: PLT (K-6, 5-9, 7-12) coded 5622, 5623, 5624</p>	<p>corresponding categories on the rubric applied during Field III.</p> <p>Target I: Establish baseline scores for the section "Reflection on Teaching Practice"</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Instructional Process:</p> <p>Target I: 70% of students score</p>	<p>CT/3.0 IS/Average 2.8</p> <p>Domain 3: Instruction 2.6</p> <p>CT/2.0 IS/Average 2.3</p> <p>Domain 4: Professional Responsibility 2.0</p> <p>CT/2.2 IS/Average 2.1</p> <p>This student did not have FIII evaluations that were able to be collected so growth scores were taken from the student growth plan. The student self-assessed growth in section 1 components E and F as well as section 3 components C and D. Both of these components are related to lesson planning, implementation, and assessment.</p> <p>No data present for FA2019. The Unit Work Sample was not available for this</p>	<p>first semester new forms were used and cross referenced from Field III to Internship. Assessments from the 2020-2021 should give more data regarding current and future curriculum changes. We will continue to have Field III students work on TESS goals before Internship to calculate more accurate growth as well as have PD available for cooperating teachers on how to correctly score the TESS rubric. Field II teaching experience scores are also being tracked to create a portfolio of scores for completers.</p> <p>This completer was below the target score in all categories of the TESS document except classroom environment. After lengthy discussions with the completer and program evaluation, the above changes were implemented.</p> <p>The Unit Work Sample was a direct result of the evaluation of the PE program (as well as ELEM). This happened after this completer graduated.</p>
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		<p>average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p>	<p>semester. SP2020 was the first attempted pilot.</p> <p>Completer has only taken one section of the PLT 5624 (7-12). PE completers have 3 sections for each grade level in the K-12 range. Completer scored 173 on PLT test code 5624. The average score for the state of AR is 157.</p> <p>No outlier PE scores.</p>	<p>While the overall score indicated that the curriculum was on target, the completer only took one section of the PLT. This did not allow for proper data collection for accurate program evaluation. When the State of Arkansas dropped the PLT for licensure requirements, CRC did not address the need for PLT scores. Since the completion of the SP19 semester, the Education Division while working through the CAEP process has added the PLT and Content Knowledge testing requirements to the agenda for the Education Advisory Committee. The proposal will be that ALL sections of the PLT and Content Knowledge testing must be TAKEN for a graduation requirement. The final vote will take place in the October 2020 meeting. If passed the graduation requirements for PE K-12 degree will be all sections of the PLT and content knowledge exams will need to be taken in order to confer the degree. This does not affect licensure requirements that the content knowledge testing will have to be passed for the completer to attain an AR teaching license. As of now, obtaining your license is not a graduation requirement.</p>
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<p>2. Social and Cultural Integration</p>	<p>PRAXIS: PLT (K-6, 5-9, 7-12) coded 5622, 5623, 5624</p>	<p>Students as Learners: Target 1:70%of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p>	<p>The breakdown of the <i>Students as Learners</i> category was the completer scored 12/21 or 57%. The average state score is 13-16. This completer was one point below the state average score in the students as learners categories.</p>	<p>This completer has not attempted the other two sections of the PLT. (completer was granted accommodations on the PLT and content knowledge testing series starting October 2019.)</p> <p>Students as Learners information will be examined in the PE curriculum crosswalk being completed by the 2020-2021 assessment plan.</p>
	<p>Unit Work Sample Rubric</p>	<p>Target 1:Establish baseline scores for the section “Contextual Factors” Target 2: 100% of yearly outlier scores are investigated.</p>	<p>Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric. This completer graduated in FA19.</p>	<p>First PE student to complete the UWS will be from the FA2020 completion date. This will be a pilot still conducted in a COVID school year.</p>
	<p>Lesson Plan Rubric</p>	<p>Demonstrating Knowledge of Students: Target 1:3.0 average or higher in each category on rubric</p>		<p>Curriculum and program evaluation from the lesson plan rubric showed huge gaps in knowledge. The</p>

		<p>applied during Field III</p> <p>Target 2: Average scores in all categories from rubric applied during the Field III will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field II</p>	<p>This completer had already taken FII and FIII before this assessment artifact was put into place. The lesson plan rubric used for assessment purposes was from this completer's Internship placement #1 location. The total rubric scored was 13/32 or 41%. The category of Demonstrating knowledge of students was 2 which is below average from the target.</p>	<p>PE curriculum is being redone starting with new faculty, curriculum, and assessments. Accurate data from those changes will begin in the 2021-2022 cycle of assessment. Changes were implemented immediately in the 2020-2021 school year.</p>
<p>3. Content Expertise</p>	<p>PRAXIS:Health and Physical Education: Content Knowledge (5867)</p>	<p>Test 5857:</p> <p>Target I:75%of students score at a passing level on the first attempt</p>	<p>This completer scored a non passing score of 152 out of the passing score of 155 on the only attempt. (this completer does not hold AR licensure because of this score) Category breakdown:</p> <p>Health Instruction 12/22</p> <p>State average range 11-15</p> <p>Health Education Content 17/28</p> <p>State average range 19-22</p> <p>PE content knowledge 11/17</p>	<p>This completer was only off by 2 points for a passing score on Test 5857. When looking at the category breakdown, the Health Instruction seemed to be where the student fell short. Two courses within the K-12 PE program that fall under this umbrella of curriculum are HPE 273 PE and Health Education for Elementary Children (not a starred course) and HPE 443 Strategies of Health (senior level program course). As of SP2020 a new instructor as well as new curriculum aligned with the SHAPE standards will be implemented.</p>

	<p>Unit Work Sample Rubric</p>	<p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Target I: Establish baseline scores for the section “Learning Goals and Outcomes”</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p>	<p>State average range 9-12</p> <p>Management; Motivation; Communication; Reflection; Technology 17/25 State average range 16-21</p> <p>PE Planning; Instruction; Student Assessment 11/17 State Average range 10-13</p> <p>No outlier scores.</p>	
	<p>Lesson Plan Rubric</p>	<p>Demonstrating Knowledge of Content:</p> <p>Target I: 3.0 average or higher in each category on rubric applied during Field III</p> <p>Target 2: Average scores in all categories from rubric applied during the Field III will be at least 10% greater than average scores from the corresponding categories on the</p>	<p>Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric. This completer graduated in FA19</p> <p>This completer had already taken FII and FIII before this assessment artifact was put into place.</p>	<p>Curriculum and program evaluation from the lesson plan rubric showed huge gaps in knowledge. The PE curriculum is being redone starting with new faculty, curriculum, and assessments. Accurate data from those changes will begin in the 2021-2022 cycle of assessment. Changes were implemented immediately in the 2020-2021 school year.</p>

		<p>rubric applied during Field II</p>	<p>The lesson plan rubric used for assessment purposes was from this completer's Internship placement #1 location. The total rubric scored was 13/32 or 41%. The category of Demonstrating knowledge of content was 2 which is below average from the target.</p>	<p>It appeared as though the PE completer was only comfortable teaching within the sport that she participated in at the college level. Knowledge base of many different PE appropriate activities should be expanded. The new curriculum changes will help to achieve this goal.</p>
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<p>4. Effective Assessment</p>	<p>PRAXIS: PLT (K-6, 5-9, 7-12) coded 5622, 5623, 5624</p> <p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship.</p>	<p>Assessment: Target 1:70%of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Planning and Preparation: Target 1:2.75 average or higher in each category on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III</p>	<p>The breakdown of the Assessment category was the completer scored 11/14 or 79%. The average state score is 9-12. This completer scored toward the high end of the state average.</p> <p>No outlier scores</p> <p>Domain 1: Planning and Preparation 2.8 CT/0 IS/Average 1.4</p> <p>This student did not have FIII evaluations that were able to be collected so growth scores were taken from the student growth plan. The student self-assessed growth in section 1 components E and F as well as section 3 components C and D. Both of these components are related to lesson planning,</p>	<p>This score indicated that the courses related to the instructional process were on target with the state. Program revisions are still occurring to raise scores. (This score is also on target for the individual completer that maintained a 2.5 to 2.75 GPA throughout the program leading to an improvement plan.) The course aligned with this category (EFD 433 Assessing Student Progress) will be having a curriculum change to include more PE appropriate assessment scenarios to the course outline.</p> <p>The TESS rubric indicated huge gaps in lesson plan writing and implementation knowledge within the PE K-12 program. Immediate program changes took place to correct these issues including faculty and curriculum changes. Collecting lesson plan data on a growth plan that extends from the first TESS evaluated teaching assignment in Field II to the Internship will give better data and chance for curriculum assessment and changes.</p>
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	Unit Work Sample Rubric	<p>Target 1: Establish baseline scores for the section “Contextual Factors”</p> <p>Target 2: 100% of yearly outlier scores are investigated</p>	<p>implementation, and assessment.</p> <p>Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric. This completer graduated in FA19.</p>	
5. Effective Planning	<p>PRAXIS: PLT (K-6, 5-9, 7-12) coded 5622, 5623, 5624</p> <p>Unit Work Study Rubric</p> <p>Teaching Excellence and Support System</p>	<p>Analysis of Instructional Scenarios:</p> <p>Target 1: 70% of students score average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p>	<p>The breakdown of the Analysis of Instructional Scenarios category was the completer scored 11/16 or 69%. The average state score is 10-14. This completer was in the range for the state in this category.</p> <p>No outlier scores</p>	<p>This score indicated that the courses related to the instructional process were on target with the state. Program revisions are still occurring to raise scores. (This score is also on target for the individual completer that maintained a 2.5 to 2.75 GPA throughout the program leading to an improvement plan.)</p>

	<p>(TESS) Rubric applied to an instructional assignment in Field III and Internship</p>	<p>Target I: Establish baseline scores for the section “Design for Instruction” Target 2: 100% of yearly outlier scores are investigated.</p> <p>The Classroom Environment: Target I: 2.75 average or higher in each category on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III</p>	<p>Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric. This completer graduated in FA19</p> <p>Domain 2: Classroom Environment 2.6 CT/3.0 IS/Average 2.8</p> <p>This student did not have FIII evaluations that were able to be collected so growth scores were taken from the student growth plan. The student self-assessed growth in section 1 components E and F as well as section 3 components C and D. Both of these components are related to lesson planning, implementation, and assessment.</p>	<p>The TESS rubric indicated that the completer was on target in the classroom environment category. This category is often tied to disposition as well as classroom management. We will continue to monitor applicant disposition and follow the classroom management curriculum.</p>
<p>6. Effective Delivery</p>	<p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in</p>	<p>Instruction: Target I: 2.75 average or higher in each category on rubric evaluating the Internship.</p>	<p>Domain 3: Instruction 2.6 CT/2.0 IS/Average 2.3</p>	<p>The TESS rubric indicated this completer was below target for Instruction. As indicated on the lesson plan rubric, there were huge gaps found within the PE curriculum that</p>

			This completer graduated in FA19	
7.Technological Competence	<p>Technology Survey</p> <p>Technology Survey</p> <p>Lesson Plan Rubric</p>	<p>Personal Technology Skills: Target I:New survey - piloting Spring 2020 to obtain benchmark scores Target 2: 100% of yearly outlier scores are investigated.</p> <p>Frequency of Classroom Use: Target I:New survey - piloting Spring 2020 to obtain benchmark scores Target 2: 100% of yearly outlier scores are investigated.</p> <p>Technology Integration: Target I:3.0 average or higher in each category on rubric applied during Field III Target 2: Average scores in all categories from rubric applied during the Field III will be at least 10% greater than average scores from the corresponding categories on the</p>	<p>Note: Spring 2020 is a pilot semester for the Technology Survey. This completer graduated in FA19.</p> <p>This completer had already taken FII</p>	<p>Technology inclusion within the PE classroom is still being researched for best practices. We are implementing the help of our partnership schools along with our 2 advisory committees to come up with an aligned curriculum that fits within the PE model.</p> <p>Technology inclusion within the PE classroom is</p>

		rubric applied during Field II	and FIII before this assessment artifact was put into place. The lesson plan rubric used for assessment purposes was from this completer's Internship placement #1 location. The total rubric scored was 13/32 or 41%. The category of Technology Integration was scored at a 0 because it was not present at the Internship placement.	still being researched for best practices. We are implementing the help of our partnership schools along with our 2 advisory committees to come up with an aligned curriculum that fits within the PE model.
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Assessment Report: Submitted for review with artifacts

Summary of Student Learning Outcome Data Analysis and Planned Changes:

The 2019-2020 assessment of the K-12 ELEM program indicated gaps in the foundational instruction within the program. While this completer's scores were on target with his/her coursework performance (2.5-2.75 GPA), it was only one completer's data that we are looking at for this assessment year. Immediate changes were made with faculty and curriculum. This data will continue to be collected and in a 3 to 4 year cycle we should see significant data changes. We will continue to monitor scores from the Praxis Content Knowledge assessments and relate those findings to our two newly formed committees for curriculum alignment and possible changes. The new faculty and curriculum changes that start in FA2020 should bring new data to monitor. We will continue to complete alignment and crosswalks within the division as well as implementing PLC's with General Education faculty to help with content knowledge skills needed by

candidates for program admission. The Unit Work Sample (UWS) pilot will be complete by the end of FA20 which will give much needed feedback and data to move forward with the changes in curriculum within our Field classes.

2020-2021 ACADEMIC ASSESSMENT

Program Name: Bachelor of Arts in Biblical Studies

Mission Statement:

The Bachelor of Arts in Biblical Studies focuses on biblical knowledge, language, and research skills in preparation for pulpit ministry or advanced academic studies.

Note: This mission statement has been revised to be degree specific.

Student Learning Outcomes:

		CRC Candidate Proficiency	Description
1		Biblical Knowledge	Candidates demonstrate content knowledge including basic Biblical facts, concepts and principles essential to their discipline.
2		Oral Communication	Candidates produce clearly articulated and well documented oral presentations designed to increase the knowledge and understanding of the listeners and to promote change in their attitudes, values, beliefs, and behaviors.
3		Religious Engagement	Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others while seeking opportunities for leadership, service and collaboration.
4		Greek Language Skills	Candidates possess language skills that are sufficient to evaluate and translate Biblical passages from copies of original Greek documents.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

ACADEMIC PROGRAM:		Bachelor of Arts in Biblical Studies		
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. Biblical Knowledge	Biblical Studies Degree Exit Exam	At least 70% of the students will score 75% or above on the Biblical Studies Degree Exit Exam. 90% of students will score 50% or above in all categories.		

	<p>Survey of B. A. in Biblical Studies graduates (last five years)</p> <p>Survey of church leaders where B. A. in Biblical Studies graduates (last five years) are ministering.</p>	<p>At least 70% of the students will answer 'agree' or 'strongly agree' on a survey of the last five years of B. A. in Biblical Studies graduates (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate content knowledge being acquired during their degree.</p> <p>At least 70% of church leaders where the last five years of B. A. in Biblical Studies graduates are ministering will answer 'agree' or 'strongly agree' (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate content knowledge being acquired during their degree.</p>		
2. Communication	<p>Oral Communication Preaching and Teaching Rubrics</p> <p>Survey of B. A. in Biblical Studies graduates (last five years)</p>	<p>At least 70% of the men students will score at or above a 10 on a 15 point rubric on a required oral presentation in BIB 273 (Introduction to Preaching). At least 70% of the women students will score at or above a 10 on a 15 point rubric on a required and observed (religious) teaching setting to be done by the end of the student's junior year.</p> <p>At least 70% of the students will answer 'agree' or 'strongly agree' on a survey of the last five years of B. A. in Biblical Studies graduates (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate communication skills being acquired during their degree.</p>		

	Survey of church leaders where B. A. in Biblical Studies graduates (last five years) are ministering	At least 70% of church leaders where the last five years of B. A. in Biblical Studies graduates are ministering will answer 'agree' or 'strongly agree' (with the other two options being 'disagree' and 'strongly disagree') on questions related to adequate communication skills being acquired during their degree.		
3. Religious Engagement	Religious Engagement Rubric Survey of B. A. in Biblical Studies graduates (last five years)	At least 70% of the students will score at or above a 10 on a 15 point rubric on the required Internship (BIB 433). At least 70% of students who have graduated with the B. A. in Biblical Studies (last five years) will be engaged in full-time church work or in graduate studies. "Full-time church work" includes church related ministry, the spouse of a church minister, church associated non-profits, Christian education, etc...		
4. Greek Language Skills	Comprehensive Greek vocabulary exam.	At least 70% of graduates will score 80% or higher on the comprehensive vocabulary exam.		

2020-2021 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Accounting

Mission Statement:

The mission of the Business and Technology Division at Crowley’s Ridge College is to provide students with sufficient knowledge, skills, and understanding of the fundamental principles of the major business disciplines which will enable them to function successfully in the business world as leaders and Christian servants wherever they choose.

Student Learning Outcomes:

	CRC Candidate Proficiency	Description
1	General Business Content Knowledge and Application	Candidates will demonstrate knowledge of core business concepts.
2	Oral Communication	Candidates utilize appropriate business technology to create oral presentations that express complex ideas in an efficient and organized manner.
3	Written Communication	Candidates utilize appropriate business technology and APA guidelines to create written documents that express complex ideas in an efficient and organized manner.
4	Specialized Accounting Content Knowledge and Application	Candidates integrate core concepts and techniques from accounting to solve problems commonly encountered by individuals working as professional accountants.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

ACADEMIC PROGRAM:	Bachelor of Science in Accounting			
Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. General Business Content Knowledge and Application	Major Field Exam (MFT) Business Degree Exit Survey	70% of students will score at or above the national average. At least 70% of the students will score 70% or above on the Major Field Exam. 90% of students will score 50% or above in all categories. 80% of students will respond “agree” or “strongly agree”		

		to questions concerning content knowledge preparation.		
2. Oral Communication	Rubric applied to an oral presentation in Managerial Communications (MGM433).	At least 70% of the students will score 34 or higher on a 48 point Oral Presentation Rubric. 90% of students will score 2 or higher in all categories.		
3. Written Communication	Rubric applied to a written presentation in Business Communications (BUS223).	At least 70% of the students will score 23 or higher on a 32 point Written Communication Rubric.. 90% of students will score 2 or higher in all categories.		
4. Specialized Accounting Content Knowledge and Application	Rubric applied to Auditing Case in Auditing (ACT433). Performance on Excel Semester Project in Accounting Systems (ACT423).	At least 70% of the students will score 23 or above on the Auditing Assignment Case Rubric.. 90% of students will score 2 or higher in all categories. 70% of students will score 32 or above on the Excel Semester Project. 90% will score 2 or higher in all categories.		

2020-2021 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Business Administration

Mission Statement:

The mission of the Business and Technology Division at Crowley's Ridge College is to provide students with sufficient knowledge, skills and understanding of the fundamental principles of the major business disciplines which will enable them to function successfully in the business world as leaders and Christian servants wherever they choose.

Student Learning Outcomes:

		CRC Candidate Proficiency	Description
1		General Business Content Knowledge and Application	Candidates will demonstrate knowledge of core business concepts.

2	Oral Communication	Candidates utilize appropriate business technology to create oral presentations that express complex ideas in an efficient and organized manner.
3	Written Communication	Candidates utilize appropriate business technology and APA guidelines to create written documents that express complex ideas in an efficient and organized manner.
4	Specialized Business Administration Content Knowledge and Application	Candidates integrate core concepts and techniques of business administration in an employment opportunity to apply knowledge and understanding gained in their college experience to solve problems commonly encountered by professionals working in the field of business.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

ACADEMIC PROGRAM:		Bachelor of Science in Business Administration		
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. General Business Content Knowledge and Application	Major Field Exam (MFT) Business Degree Exit Survey	70% of students will score at or above the national average. At least 70% of the students will score 70% or above on the Major Field Exam. 90% of students will score 50% or above in all categories. 80% of students will respond "agree" or "strongly agree" to questions concerning content knowledge preparation.		
2. Oral Communication	Rubric applied to an oral presentation in Managerial Communications (MGM433).	At least 70% of the students will score 34 or higher on a 48 point Oral Presentation Rubric. 90% of students will score 2 or higher in all categories.		
3. Written Communication	Rubric applied to a written presentation in Business Communications (BUS223).	At least 70% of the students will score 23 or higher on a 32 point Written Communication Rubric.. 90% of		

		students will score 2 or higher in all categories.		
4. Specialized Administration Content Knowledge and Application	Rubric applied for an assignment in Business Internship (BUS473).	At least 70% of the students will score 42 or above on the Business Internship Rubric. 90% of students will score 5 or higher.		

2020-2021 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Marketing

Mission Statement:

The mission of the Business and Technology Division at Crowley’s Ridge College is to provide students with sufficient knowledge, skills, and understanding of the fundamental principles of the major business disciplines which will enable them to function successfully in the business world as leaders and Christian servants wherever they choose.

Student Learning Outcomes:

		CRC Candidate Proficiency	Description
1		General Business Content Knowledge and Application	Candidates will demonstrate knowledge of core business concepts.
2		Oral Communication	Candidates utilize appropriate business technology to create oral presentations that express complex ideas in an efficient and organized manner.
3		Written Communication	Candidates utilize appropriate business technology and APA guidelines to create written documents that express complex ideas in an efficient and organized manner.
4		Specialized Marketing Content Knowledge and Application	Candidates integrate core concepts and techniques of business marketing to solve problems commonly encountered by professionals working in the field of business.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

ACADEMIC PROGRAM:	Bachelor of Science in Marketing			
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results

<p>1. General Business Content Knowledge and Application</p>	<p>Major Field Test (MFT)</p> <p>Business Degree Exit Survey</p>	<p>70% of students will score at or above the national average.</p> <p>At least 70% of the students will score 70% or above on the Major Field Exam. 90% of students will score 50% or above in all categories.</p> <p>80% of students will respond “agree” or “strongly agree” to questions concerning content knowledge preparation.</p>		
<p>2. Oral Communication</p>	<p>Rubric applied to an oral presentation in Managerial Communications (MGM433).</p>	<p>At least 70% of the students will score 34 or higher on a 48 point Oral Presentation Rubric. 90% of students will score 2 or higher in all categories.</p>		
<p>3. Written Communication</p>	<p>Rubric applied to a written presentation in Business Communications (BUS223).</p>	<p>At least 70% of the students will score 23 or higher on a 32 point Written Communication Rubric.. 90% of students will score 2 or higher in all categories.</p>		
<p>4. Specialized Marketing Content Knowledge and Application</p>	<p>An exam will assess the following categories: introduction to marketing research, types of marketing research, sampling and measurement, and analyzing and reporting marketing research. This assessment will be made in Marketing Research (MKT423).</p>	<p>At least 70% of the students will score 70% or above on the categorized final exam. 90% of students will score 50% or higher in all 5 categories.</p>		

2020-2021 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Business Management

Mission Statement:

The mission of the Business and Technology Division at Crowley's Ridge College is to provide students with sufficient knowledge, skills and understanding of the fundamental principles of the major business disciplines which will enable them to function successfully in the business world as leaders and Christian servants wherever they choose.

Student Learning Outcomes:

		CRC Candidate Proficiency	Description
1		General Business Content Knowledge and Application	Candidates will demonstrate knowledge of core business concepts.
2		Oral Communication	Candidates utilize appropriate business technology to create oral presentations that express complex ideas in an efficient and organized manner.
3		Written Communication	Candidates utilize appropriate business technology and APA guidelines to create written documents that express complex ideas in an efficient and organized manner.
4		Specialized Business Management Content Knowledge and Application	Candidates integrate core concepts and techniques of business management to solve problems commonly encountered by professionals working in the field of business.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

ACADEMIC PROGRAM:		Bachelor of Science in Business Management		
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. General Business Content Knowledge and Application	Major Field Exam (MFT) Business Degree Exit Survey	70% of students will score at or above the national average. At least 70% of the students will score 70% or above on the Major Field Exam. 90% of students will score 50% or above in all categories.		

		80% of students will respond “agree” or “strongly agree” to questions concerning content knowledge preparation.		
2. Oral Communication	Rubric applied to an oral presentation in Managerial Communications (MGM433).	At least 70% of the students will score 34 or higher on a 48 point Oral Presentation Rubric. 90% of students will score 2 or higher in all categories.		
3. Written Communication	Rubric applied to a written presentation in Business Communications (BUS223).	At least 70% of the students will score 23 or higher on a 32 point Written Communication Rubric.. 90% of students will score 2 or higher in all categories.		
4. Management Content Knowledge and Application	Rubric applied to a project in Organizational Management (MGM323).	At least 70% of students will score 42 or higher on a 60 point rubric. 90% of students will score 5 or higher in each category.		

2020-2021 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Sports Management

Mission Statement:

The mission of the Business and Technology Division at Crowley’s Ridge College is to provide students with sufficient knowledge, skills, and understanding of the fundamental principles of the major business disciplines which will enable them to function successfully in the business world as leaders and Christian servants wherever they choose.

Student Learning Outcomes:

		CRC Candidate Proficiency	Description
1		Ethical Reasoning	Candidates will be able to analyze ethical scenarios in order to assess ethical issues in a variety of settings allowing them to practice ethical decision-making skills and learn what to do in real world applications.
2		Written Communication	Candidates utilize appropriate business technology and APA guidelines to create written documents that express complex ideas in an efficient and organised manner.

3	Teamwork	Candidates will demonstrate the ability to collaborate effectively with other members of a team both as a member and a leader.
4	Specialized Management Content Knowledge and Application	Candidates integrate core concepts and techniques of sports management to prepare them for situations commonly encountered by professionals working in that field.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

ACADEMIC PROGRAM:	Bachelor of Science in Sports Management			
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1.Ethical Reasoning	Value Rubric applied to ethical scenario discussion board questions in Phil & Ethics in Sports (HPE433)	At least 70% of students will score 14 or higher on a 20 point rubric. 90% of students will score two or higher in all categories.	60% of students scored 14 or above. Target not met. 90% of students scored 2 or higher in all categories. Target met.	Revised PowerPoints to include more in depth information and made accessible to students.
2.Written Communication	Rubric applied to a presentation in Business Communications (BUS223)	At least 70% of the students will score 23 or higher on a 32 point Written Communication Rubric.. 90% of students will score 2 or higher in all categories.		
3.Teamwork	Value Rubric applied to an assignment in Spts Mkt & Promotion (HPE333)	At least 70% of students will score 14 or higher on a 20 point rubric. 90% of students will score two or higher in all categories.	92% of students scored 14 or above. Target met for Fall 2020. 100% of students scored 2 or higher in all categories.	No Changes to be made.
4.Specialized Sports Management Content Knowledge and Application	Rubric scored by local faculty upon the final submission of candidate portfolios during and after the Sports Mgmt Internship I or II (HPE436).	At least 70% of students will score 42 or higher on a 60 point rubric. 90% of students will score 2 or higher in each category.	Data not available	The Portfolio will be implemented in Fall 2021.

2020-2021 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Education – K-6 Elementary

Mission Statement:

The Division of Teacher Education will provide comprehensive preparation experiences to produce teachers of high moral character and competency in both subject matter and teaching methods. The degrees that we offer will be reflective of the current education needs and teacher shortages in our community, state, and region while taking advantage of our existing resources and personnel.

Student Learning Outcomes:

CRC Candidate Proficiency		Description
1	Diversity of Instruction	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	Social and Cultural Integration	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.
3	Content Expertise	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
4	Effective Assessment	The teacher understands and uses multiple methods of written and digital assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making processes.
5	Effective Planning	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, technology, cross-disciplinary skills, and

			pedagogy, as well as knowledge of learners and the community context.
6		Effective Delivery	The teacher is well versed in both formal and informal methods of written and oral communication. He or she delivers lessons that make use of multiple modalities that target diverse learning styles.
7		Technological Competence	The teacher is well versed in educational technology and utilizes appropriate hardware and software in the performance of his or her duties as a professional educator.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

ACADEMIC PROGRAM:	Bachelor of Science in Education K-6 Elementary Education			
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. Diversity of Instruction <i>CT Cooperating Teacher</i> <i>IS CRC Intern Supervisor</i>	Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship.	All categories Domains 1-4: Target 1: 2.75 average or higher in each category on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III.		

	Unit Work Sample Rubric	<p>Target 1: Establish baseline scores for the section “Reflection on Teaching Practice”</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p>		
2. Social and Cultural Integration	PRAXIS: PLT (K-6) coded 5622 (This test is not required for licensure by state but being used as program evaluation requirement by CAEP in completion of degree)	<p>Students as Learners:</p> <p>Target 1: 70% of students score average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p>		
	Unit Work Sample Rubric Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric	<p>Target 1: Establish baseline scores for the section “Contextual Factors”</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p>		
	Lesson Plan Rubric	<p>Demonstrating Knowledge of Students:</p> <p>Target 1: 3.0 average or higher in each category on rubric applied during Field III</p> <p>Target 2: Average scores in all categories from rubric applied during the Field III will be at</p>		

		least 10% greater than average scores from the corresponding categories on the rubric applied during Field II		
3. Content Expertise	<p>PRAXIS: Multiple Subject Test as a group coded 5001/separate testing codes are from 5002-5005</p> <p>PRAXIS: Multiple Subject Test as a group coded 5001/separate testing codes are from 5002-5005</p> <p>PRAXIS: Multiple Subject Test as a group coded 5001/separate testing codes are from 5002-5005</p>	<p>Math 5003: Target 1: 70% of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Reading and Language Arts 5002: Target 1: 70% of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Science 5005: Target 1: 70% of students score average or above average range</p>		

	<p>PRAXIS: Multiple Subject Test as a group coded 5001/separate testing codes are from 5002-5005</p> <p>PRAXIS: PLT (K-6) coded 5622</p> <p>Unit Work Sample Rubric</p> <p>Note: Spring 2020 is a pilot semester for</p>	<p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Social Studies 5004:</p> <p>Target 1: 70% of students score average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Instructional Process:</p> <p>Target 1: 70% of students score average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Target 1: Establish baseline scores for the section "Learning Goals and Outcomes"</p>		
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	<p>the Unit Work Sample Rubric</p> <p>Lesson Plan Rubric</p>	<p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Demonstrating Knowledge of Content: Target 1: 3.0 average or higher in each category on rubric applied during Field III Target 2: Average scores in all categories from rubric applied during the Field III will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field II</p>		
4. Effective Assessment	<p>PRAXIS: PLT (K-6) coded 5622</p> <p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional</p>	<p>Assessment: Target 1: 70% of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Planning and Preparation: Target 1: 2.75 average or higher in each category on</p>		

	<p>assignment in Field III and Internship.</p> <p>Unit Work Sample Rubric</p> <p>Note: Spring 2020 is a pilot semester for the Unit Work Sample Rubric</p>	<p>rubric evaluating the Internship.</p> <p>Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III</p> <p>Target 1: Establish baseline scores for the section “Assessment Plan”</p> <p>Target 2: 100% of yearly outlier scores are investigated</p>		
5. Effective Planning	<p>PRAXIS: PLT (K-6) coded 5622</p> <p>Unit Work Study Rubric</p> <p>Note: Spring 2020 is a pilot semester for</p>	<p>Analysis of Instructional Scenarios:</p> <p>Target 1: 70% of students score average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Target 1: Establish baseline scores for the section “Design for Instruction”</p>		

	<p>the Unit Work Sample Rubric</p> <p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship</p>	<p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>The Classroom Environment: Target 1: 2.75 average or higher in each category on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III</p>		
6. Effective Delivery	<p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship</p> <p>Unit Work Study Rubric</p>	<p>Instruction: Target 1: 2.75 average or higher in each category on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III</p> <p>Target 1: Establish baseline scores for</p>		

		from the corresponding categories on the rubric applied during Field II		
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2020-2021 ACADEMIC ASSESSMENT

Program Name: Bachelor of Science in Education – K-12 Physical Education

Mission Statement:

The Division of Teacher Education will provide comprehensive preparation experiences to produce teachers of high moral character and competency in both subject matter and teaching methods. The degrees that we offer will be reflective of the current education needs and teacher shortages in our community, state, and region while taking advantage of our existing resources and personnel.

Student Learning Outcomes:

		CRC Candidate Proficiency	Description
1		Diversity of Instruction	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2		Social and Cultural Integration	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.
3		Content Expertise	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

4	Effective Assessment	The teacher understands and uses multiple methods of written and digital assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making processes.
5	Effective Planning	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, technology, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
6	Effective Delivery	The teacher is well versed in both formal and informal methods of written and oral communication. He or she delivers lessons that make use of multiple modalities that target diverse learning styles.
7	Technological Competence	The teacher is well versed in educational technology and utilizes appropriate hardware and software in the performance of his or her duties as a professional educator.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

ACADEMIC PROGRAM:	Bachelor of Science in Education K-6 Elementary Education			
A. Student Learning Outcomes	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
1. Diversity of Instruction <i>CT Cooperating Teacher</i> <i>IS CRC Intern Supervisor</i>	Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship.	All categories Domains 1-4: Target 1: 2.75 average or higher in each category on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding		

	<p>Unit Work Sample Rubric</p> <p>PRAXIS: PLT (K-6, 5-9, 7-12) coded 5622, 5623, 5624</p>	<p>categories on the rubric applied during Field III.</p> <p>Target I: Establish baseline scores for the section “Reflection on Teaching Practice”</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Instructional Process:</p> <p>Target I: 70% of students score average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p>		
<p>2. Social and Cultural Integration</p>	<p>PRAXIS: PLT (K-6, 5-9, 7-12) coded 5622, 5623, 5624</p> <p>Unit Work Sample Rubric</p>	<p>Students as Learners:</p> <p>Target I: 70% of students score average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Target I: Establish baseline scores for the section “Contextual Factors”</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p>		

	Lesson Plan Rubric	<p>Demonstrating Knowledge of Students: Target 1:3.0 average or higher in each category on rubric applied during Field III Target 2: Average scores in all categories from rubric applied during the Field III will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field II</p>		
3. Content Expertise	<p>PRAXIS:Health and Physical Education: Content Knowledge (5867)</p> <p>Unit Work Sample Rubric</p> <p>Lesson Plan Rubric</p>	<p>Test 5857: Target 1:75%of students score at a passing level on the first attempt Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Target 1:Establish baseline scores for the section “Learning Goals and Outcomes” Target 2: 100% of yearly outlier scores are investigated.</p> <p>Demonstrating Knowledge of Content: Target 1:3.0 average or higher in each category</p>		

		<p>on rubric applied during Field III</p> <p>Target 2: Average scores in all categories from rubric applied during the Field III will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field II</p>		
4. Effective Assessment	<p>PRAXIS: PLT (K-6, 5-9, 7-12) coded 5622, 5623, 5624</p> <p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional</p>	<p>Assessment:</p> <p>Target 1: 70% of students score average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Planning and Preparation:</p> <p>Target 1: 2.75 average or higher in each category</p>		

	<p>assignment in Field III and Internship.</p> <p>Unit Work Sample Rubric</p>	<p>on rubric evaluating the Internship.</p> <p>Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III</p> <p>Target 1: Establish baseline scores for the section "Contextual Factors"</p> <p>Target 2: 100% of yearly outlier scores are investigated</p>		
5. Effective Planning	<p>PRAXIS: PLT (K-6, 5-9, 7-12) coded 5622, 5623, 5624</p> <p>Unit Work Study Rubric</p> <p>Teaching Excellence and Support System (TESS) Rubric applied to an instructional</p>	<p>Analysis of Instructional Scenarios:</p> <p>Target 1: 70% of students score average or above average range</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits.</p> <p>Target 1: Establish baseline scores for the section "Design for Instruction"</p> <p>Target 2: 100% of yearly outlier scores are investigated.</p> <p>The Classroom Environment:</p> <p>Target 1: 2.75 average or higher in each category</p>		

	assignment in Field III and Internship	on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III		
6. Effective Delivery	Teaching Excellence and Support System (TESS) Rubric applied to an instructional assignment in Field III and Internship PRAXIS: PLT (K-6, 5-9, 7-12) coded 5622, 5623, 5624 Unit Work Study Rubric	Instruction: Target 1: 2.75 average or higher in each category on rubric evaluating the Internship. Target 2: Average scores in all categories from rubric applied during the Internship will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field III Instructional Process Target 1: 70% of students score average or above average range Target 2: 100% of yearly outlier scores are investigated. Target 3: Mean scores for exam category fall within 2 sigma upper and lower control limits. Target 1: Establish baseline scores for the section "Analysis of Student Learning"		

		Target 2: 100% of yearly outlier scores are investigated.		
7.Technological Competence	Technology Survey	Personal Technology Skills: Target I: New survey - piloting Spring 2020 to obtain benchmark scores Target 2: 100% of yearly outlier scores are investigated.		
	Technology Survey	Frequency of Classroom Use: Target I: New survey - piloting Spring 2020 to obtain benchmark scores Target 2: 100% of yearly outlier scores are investigated.		
	Lesson Plan Rubric	Technology Integration: Target I: 3.0 average or higher in each category on rubric applied during Field III Target 2: Average scores in all categories from rubric applied during the Field III will be at least 10% greater than average scores from the corresponding categories on the rubric applied during Field II		

C. Improvement to Degree Programs

In February 2020, 83% of the College's degree plans were updated in accordance with the THRIVE2025 strategic plan's goal to implement new transfer agreements. Therefore, the following degree plans were reduced in hours (120) and now include upper level degree specific electives and general electives:

1. Bachelor of Arts in General Studies
2. Bachelor of Arts in Biblical Studies
3. Bachelor of Science in Accounting
4. Bachelor of Science in Marketing
5. Bachelor of Science in Business Administration
6. Bachelor of Science in Business Management
7. Bachelor of Science in Sports Management

The Bachelor of Arts in Biblical Studies degree, which was formerly three separate degrees (Biblical Studies, Youth and Family Ministry, Christian Leadership and Management), is now offered as one Bachelor of Arts in Biblical Studies degree with the following emphasis:

1. Greek
2. Youth and Family Ministry
3. Christian Leadership and Management

Furthermore, the College's Associate of Arts degree in General Studies has been reduced from 64 hours to 60.

Degrees within the College's Division of Teacher Education will be updated soon to reflect transferability. Due to Council for the Accreditation of Educator Preparation (CAEP) requirements, updates to the K-6 Elementary Education and K-12 Physical Education degree plans were delayed.

In addition to these changes, a curriculum committee has been established to maintain oversight of and approve changes to the following:

1. Syllabus templates
2. Course level student learning outcomes
3. Program level student learning outcomes
4. Degree program courses/checklists
5. Catalog course descriptions and prerequisites
6. Residential and concurrent enrollment book/resource selections

The Curriculum Committee provides an updated version of the syllabus template to instructors a minimum of one week prior to the beginning of each semester. The Chair of the Division of General Education is the Chair of the Curriculum Committee. Other members of the committee are the Registrar and full time faculty who are appointed by the Vice President for Academic Affairs upon recommendation of the Chair of the Curriculum Committee.

IX. Assessment of Operations

A. Introduction

Each operational unit engages in planning and assessment on an annual basis. The purpose of this planning and assessment process is to:

1. Align the goals of every operational unit with the mission and goals of Crowley's Ridge College
2. Ensure that every operational unit is collecting and analyzing data from students and other internal and external stakeholders in order to improve the effectiveness of services.
3. Provide an opportunity for operational units to communicate their successes and challenges to the college leadership.

The operational unit supervisors are responsible for completing annual assessment plans and reports according to the published timeline. Each academic year begins with training on how to select operational goals and their associated measures. Operational plans and reports are created using a standardized template and reviewed according to a standardized rubric. The goals of each operational unit must align with the mission of the College and must support the execution of the College's strategic plan. Goals and objectives that have a high probability of impacting the College's Dashboard Indicators are highly encouraged. Operational Plans and Reports are archived on Moodle and are available to all full time and part time faculty and staff.

B. Periodic Operational Review

The Periodic Operational Review is an opportunity for an operation, branch, unit, or office to conduct meaningful planning for improving the quality of support services. Each operational unit is subject to periodic review. This review occurs at least once every five years.

The Operational Assessment Committee schedules programs for review, subject to approval by the President. The Chair of the Operational Assessment Committee notifies each operational unit to be assessed according to the established timeline and rotation schedule. The operational unit supervisor, either in written form or by presence or representation at a scheduled meeting of the committee, outlines extenuating circumstances that would affect non-compliance with the scheduled review. This information will be taken into consideration and placed before a full vote of the committee.

The operational unit supervisor is responsible for compiling and composing the Self-Study in accordance with the guidelines established by the committee. The external reviewer receives the Self-Study documentation, visits the campus if possible, and submits a report to the operational unit supervisor. The selection of an external reviewer is subject to the approval of the Operational Assessment Committee.

After receipt of the external reviewer's report, the operational unit supervisor creates a Five Year Improvement Plan in accordance with the guidelines established by the committee. The operational unit supervisor notes any further concerns or achievements and submits the Self-Study, external reviewer's report and Five Year Improvement Plan to the Chair of the Operational Assessment Committee. The Operational Assessment Committee reviews the submitted documents and votes to accept or reject the service review. Upon acceptance, the Chair of the Operational Assessment Committee submits a written narrative summary of observations and recommendations generated by the Periodic Program Review to the President. The Chair forwards all electronic files to the President.

During the 19-20 fiscal year, the Admissions Unit was selected for review. Documentation pertaining to this review is included below:



Director of Admissions Role

It is my recommendation that the Director of Admissions role not be a traveling role. The responsibilities of this role are to provide reporting, tracking, monitoring, strategic planning, leadership and guidance for the traveling counselors and to be planning & back-up. It is difficult enough to manage a territory of travel & conversion of students as a counselor, but to add the role of leading all campus incoming enrollment initiatives, there is not enough time in the day to manage, balance and excel at all of the responsibilities. In order to set goals, track performance of counselors & incoming students, provide timely reports and feedback to administration, and to do planning for events as well as provide back-up on campus when the counselors are traveling, it is my first and foremost recommendation that this role not be a traveling or territory management role. More territory management specific guidance is recommended below. My recommendations for the Director of Admission responsibilities include:

1. Goal setting, tracking & accountability of admission counselor performance
2. Strategic planning (territory guidelines, working with marketing on materials/website, prospective student event planning)
3. Weekly admissions reporting to compare year over year trends and % towards goal
4. Annual scholarship assessment (discount rate, net tuition revenue review)
5. Back-up in office when counselors are traveling
6. Researching new partnership/networking opportunities in community for institutional growth

Territory Management:

From our conversations, it sounded like most travel was based on "invitation to attend" or anywhere that could be found to have a fair that we could travel. Distance and times are not necessarily a factor. To be more effective & efficient with travel, budget, time management and impact, I would recommend the following changes to territory management. It is indicated in multiple higher education studies that most students come to our institutions from a 100 mile radius. With COVID, this trend is increasing.

- Feeder schools: Research your past 3 years of enrollment to find trends of your top 10 feeder high schools and transfer colleges. Make those your priority above all other visits. Visit them multiple times a semester. Build that relationship with those schools.
- Decrease travel radius to no more than 100-150 mile radius for other travel opportunities/fairs, etc..

- Change the way you visit:
 - Does the HS allow you to ask to speak to specific applicants & admits? Focus on that & see if you can get a meeting with specific students.
 - Don't make every visit about seeing the students (if no students sign up or it's just going to be a lunch visit, see if you can steal 15 minutes of the counselor's time to update her on any upcoming events).
- Build the high school (or transfer counselor at community college) relationship:
 - Send them the list of admits from your school each month & ask them to help get documents in and/or check on the status of their interest. This keeps them posted on their students' activity/interest, but also opens up communication with them and they can hopefully help move that student closer to admission for you.
 - As I mentioned above, make sure at least one visit a year is dedicated to visiting the counselor, not the students, to make sure they are up to date on everything new going on at CRC (or they might be new themselves & it helps build the relationship).
 - Invite them to campus (HS counselor luncheon) to tour campus & see it themselves, feed them lunch, meet some administrators & talk about the student experience.
 - Start a quarterly email update list - email all the high school counselors in your area about any changes to admission (i.e. are you test optional now), scholarship opportunities for students, visit dates/prospective student events and new programs.

Spend more time on in-office conversion. If too much time is dedicated to travel, how much time is built with relationship building & management with the students? We live in a digital age of immediate gratification and thus, many schools are reaching out to them early and often, be a part of that for your radius of students. Speed to lead and customer service are essential in the admissions funnel. Make sure you dedicate at least 40% of your time to ensuring you are taking care of those students around travel season. And even more of your time when you are not traveling.

Events

Though prospective student events can be challenging when so much effort/budget is put into them with little attendance, they are worth continuing, just finding different ways to do them to make them successful is the key. Recommendations include:

- Remove overnight visits (probably easy to justify in COVID times, but additionally the liability and amount of coordination is difficult to maintain)

- Create degree specific visits (i.e. Education, Business)
- Let prospects have lunch with current student majors & faculty
- Present specific outcomes of your majors, etc. Do more virtually (COVID has introduced to so many new opportunities here!)
- Offer after school meetings with applicants that you can't meet/talk to during the day Offer virtual counselor meetings as well as in-person events (as mentioned above)

Reporting

Reporting not only showcases your enrollment efforts, it helps you compare year over year data, measure progress to goals & identify problem areas. I recommend the following report creation & management. I will send samples of a few as well.

- Counselors specific reports - prospects, applicants, admits & registrations by admission counselor and/or territory. Track conversions/matriculations (Prospect - Registration percentages). If you haven't already been doing this, start now, then next year you can do year over year comparisons.
- Total Admissions Weekly Report (New student growth only, not readmits, or current students): year over year comparisons with the following stats to monitor: prospects, applicants, admits, deposits, FAFSA filers, registrations. Event attendance & matriculation.
- Even if you have low attendance, if high percentages matriculate, you know they are successful events & perhaps just need

Other Ideas that are worth researching/considering:

Dual Credit/Dual Enrollment (dual enrollment is much easier because it is taking classes through your college, not through the high school which requires a lot more academic oversight/approval/state reporting), but it is a great way to connect high school students earlier to your institution.

Partnership with local community college.

- Create a transfer scholarship that is specific to that primary feeder community college that is just slightly higher than your other transfer scholarships (set AA requirement & GPA), -
- Offer a discount to staff at the community college to complete their bachelor's degree with you o Work with your Registrar office & theirs to create degree specific transfer maps for students so they can seamlessly transition (pick top 3 degree programs to start with)

-Texting platforms (we use Mongoose/Candence). Students are much more responsive because they have their phones on them 24/7. Might also have some free alternatives via Google voice, etc.

-Find best practices in other resources:

Listserves with state orgs – ArkACRAO, SACAC, etc

Third party vendors – recommend Ruffalo NoelLevitz

Operational Assessment of Admissions

5 year Improvement Plan

2019-20

- ✓ Purchase names from ACT/Encoura.
 - o Send more mailings out about CRC to prospective students.
- Focus majority of recruiting attention on non-athletes.
- Purchase Admissions give-a-ways for campus tours and school visits.
- Increase number of church visits.
- ✓ More phone conversations (voice to voice) rather than text messages.
- ✓ Look at a virtual tour/visit option for students too far to travel.

2020-21

- Make a smaller recruiting area from 44 counties to 20 counties in Missouri/Arkansas with the emphasis being on non-athletes.
- Improve relations with feeder schools and their counselors with gift baskets.

- Have a day that high school counselors from feeder schools come to campus and experience a campus tour (one in the fall and one in the spring).
- Improve viewbooks by having them done professionally.
- Create a quarterly newsletter to be sent to high school within our territory telling of improvements and praises from our students.
- Have a total student enrollment of 205 regular full-time students.
- Begin to recruit students from ANC (Arkansas Northeastern College).

2021-22

- Create 6-12 videos that can be used for Admissions purposes and join with a company (i.e. Student Bridge) to create a video experience for prospective students.
- Increase our Transfer student population by recruiting students from places where we have articulation agreements (ANC, BRTC, TRC, etc.).
- Change Freshmen/Transfer Orientation to earlier in the summer and make an emphasis being what to expect during your first year (Keynote speakers/breakout classes).
- Increase non-athlete numbers 25% from the previous year.
- Have a total student enrollment of 220 regular full-time students.

2022-23

- Increase 4 year Bible majors by 10% from previous year.
- Increase 4 year Business majors by 10% from previous year.
- Increase 4 year Education majors by 10% from previous year.
- Have an Early Admissions dinner in December/January for freshmen that have been accepted and paid their enrollment fee.
- Have high school counselors from recruitment territories come for a tour experience.
- Have a total student enrollment of 230 regular full-time students.

2023-24

- Increase Church of Christ (COC) students by 15%.
- Add a 3rd Admissions recruiter.
- Have 30% of the Freshmen class accepted and enrollment fee paid by January 1, 2024.
- Have 40 students from Greene/Craighead counties.
- Have a total student enrollment of 245 regular full-time students (a 30% increase from fall 2019).

S.W.O.T. Analysis of the Admissions Unit

Strengths:

- Personal/Friendly/Approachable
 - The team, individually and collectively, are easy to approach. They aren't intimidating or rude making them unapproachable to prospective students.
- Experience
 - The team has been together for 2 years. We know what to expect and are unfazed when things don't go according to plan and are ready to adapt to a situation.
- Belief In CRC
 - The team believes in CRC, faculty, staff, leadership and its Christian heritage. The team has seen the good CRC has helped reveal in the lives of students and wants every student to have that experience.
- Teamwork
 - The team works great together. Everyone is able to pitch in and no one is too good to do any job. If we have an issue we solve it as a group.
- Small Size
 - Because of our small three member team, we are able to easily share the admission load.
- Passionate
 - The team sees its responsibility to CRC more than just a job. We are passionate about providing the best service to prospective students and their parents.

Weaknesses:

- Team Diversity
 - We don't have any females or people of color on our team. We do our best to show that the college is inclusive, but fail to show that diversity as it relates to our team.
- Burnout
 - With fewer hands to help, burnout is something to which we should be concerned.
- Relationships With School Counselors
 - We have focused only on students and have failed to recognize the help that high school counselors provide to their students.
- Relationships With Churches
 - We have noticed that we aren't as familiar with the area churches and they may not be as familiar with us. We need to do better about getting out and developing relationships with these churches and their ministers.
- Recruiting Materials
 - In relation to other institutions, our materials are not good. In the past, we have done what we could in house, but they lack the professional touch that students expect as it relates to higher education.
- Website/Application
 - Occasionally our website will stop working and we are unaware. In December of 2019, our website was not allowing applications to be sent. We only stumbled upon it because a student reached out on Facebook to ask why we had not contacted her about an application she had completed a week before.
- Scholarships
 - We only provide scholarships for ACT and academics. We need to look about other ways in which to applaud and help students that may not fit these particular criteria (First Generation, High school GPA, Parental Alumni, etc.).
- International Students
 - The ability to accept students from outside of the United States may be a weakness that we aren't aware that we have. Athletic coaches have mentioned that they would love to have the ability to recruit students from abroad.

Opportunities:

- Campus Life
 - Recognizing that this is a fulltime job instead of adding to a list of other responsibilities is a good step in the right direction. Building a more active campus environment will help with retention and allow for new activities to take place for more students which will help potentially draw prospective students to CRC.

- Campus Ministry
 - This will add to the campus environment just like campus life, but in a spiritual way. Giving students the opportunity to build upon their spiritual life. Adding a campus ministry house as a designated place to do campus ministry activities has the opportunity to make campus ministry something that it hasn't been in the past.
- Placement Tests
 - Adding the *Accuplacer* test to our Admissions process has the opportunity to add more students who do not have the opportunity to take the *ACT/SAT*. We are also looking into offering the *ACT* test on campus to students.
- Articulation Agreements
 - As the VPAA seeks articulation agreements with area community colleges, there is the opportunity for increased recruitment and enrollment. These students would have completed an AA degree from another institution and would transfer to CRC to complete their degree.
- Degree Options
 - If we can continue to add to our degree program or add online degrees, we have the opportunity to add students. More on campus degrees will allow us to have more students participating in person in our classrooms. Online degree(s) will allow us to reach a global market of students.

Threats:

- Fewer Students
 - Studies show that there will be an 11-15% drop in the number of students entering college in 2025-2029. If we don't look at ways to be prepared for this, it could be a threat to the college.
- Burnout
 - Burnout in the Admissions world is a real thing. The average Admissions Representative career is 18-24 months. The idea that "there is always something to do" can lead to guilt about taking vacations/days off. I don't believe this is a HUGE threat due to some things that we are doing, but it will always be a potential threat.
- Stagnate
 - Growing stale with admissions is as bad as burnout. Making sure that Admissions Representatives feel that they are growing individually and in their careers is important.
- Facilities
 - We can have 500 students, but if our facilities are not taken care of or in disrepair, it is difficult to keep students. During the admissions process, we are pitching the idea of a student getting an education at CRC, but they have to do that IN a

building. Making sure the facilities are clean and “up to date” is key in the admissions process.

- Professional Admissions Development
 - There are always newer ways to recruit students and tools at a representative’s disposal. Making sure that we are properly equipped to connect with students in the ways in which they prefer to connect is key. Conferences, webinars, etc. need to be incorporated into the admissions department.
- Cost
 - Making sure that we are affordable but sustainable is a fine line. If the cost of attendance surpasses the cost of living we run the risk of setting the bar too high.
- Decline of Church of Christ Students
 - Studies have shown that COC is shrinking. Sister schools are competing for smaller and smaller COC students. In addition, COC parents are not seeing the importance of religious higher education institutions and opt to sending their children to state schools.
- Qualified Faculty
 - College is a place where a student comes to learn. If the institution doesn’t provide that level of education, students may leave to seek that education other places.
 - I, Chris Hughes, have heard students talk about past teachers as: “easy”, “simple”, “gives you all the answers” and “makes easy tests.”
 - On the other hand, I’ve heard students talk about a few teachers as: “One of the toughest classes I’ve had, but I loved it!” “[The teacher] isn’t an easy “A” but I’d take every class [they] taught.” “[The teacher] knew what they were talking about. You could tell [they] were prepared and didn’t just read from old notes.”



Crowley's Ridge College
Operational Assessment
Periodic Unit Review
Admissions Unit

RE: Written Narrative

On Tuesday, June 2, 2020, the Crowley's Ridge College Operational Assessment Committee voted in favor to approve the Periodic Unit Review for the Admissions Unit. An important note identified was the presence of certain discrepancies between this review and the guidance and direction received from Dr. James W. Carr (a paid consultant for the College). Therefore, it was emphasized that each item written is not a final decision. It is also vital to recognize that the Admissions Unit, along with every unit of the organizational chart, awaits the finalization of the new strategic plan.

There was positive consensus that the Admissions team should focus on building relationships with high school guidance counselors. This was recommended by Mrs. Stephanie Johnson, external reviewer, and the Operational Assessment Committee agrees with the recommendation. This may include hosting events on campus for the guidance counselors, as well as maintaining regular communication with them regarding our programs, scholarships, new initiatives, etc.

It is understood that there are weekly meetings between Mr. Chris Hughes, Director of Admissions, and Mr. Paul McFadden, Vice President of Student Affairs, that aim to track progress and plan ways to move forward in line with the new strategic plan and under the advice of Dr. Carr. The Operational Assessment Committee agrees and recommends those meetings to continue.

Thanks,

Erica C. Richardson
Chair, Operational Assessment Committee

During the 20-21 fiscal year, the Athletics Unit was selected for review. An external reviewer was selected and approved by the Operational Assessment Committee and a Self-Study was generated by the Athletic Department. Final documentation and Operational Assessment Committee notes will be available for review in September 2021 in accordance with the established timeline.

C. Improvements to Operational Units

There have been multiple improvements applied to the operational units in the last two years. During the 19-20 fiscal year, the Operational Assessment Committee required annual assessment plans and reports to be submitted for the following units:

1. Academics
2. Admissions
3. Advancement
4. Athletics
5. Campus Ministry
6. Direct Operations
7. Student Affairs

The 19-20 academic year proved challenging as the COVID-19 pandemic forced the College's on ground courses to move online. The College's Academic Unit took swift action and was able to utilize ZOOM and Moodle to take the place of on ground lectures. Furthermore, on campus activities, such as intercollegiate athletics, student life, and campus ministry, were prohibited as the College sought to follow appropriate CDC guidelines. While some targets, originally put into effect in September 2019, were not met due to the lack of students on campus, the College did benefit tremendously by thinking "outside the box" to ensure that students were receiving the education and college experience they deserve.

The College's Academic Unit met targets to improve the quality of online classes by ensuring that 100% of online classes offered synchronous online office hours and/or tutoring sessions. In addition, the Academic Unit's target to increase the number of online course offerings was also met. The Admissions Unit was able to adjust their recruiting efforts by participating in virtual college fairs. The College's Athletic Unit met retention targets in 78% of athletic programs offered. Due to the COVID-19 pandemic, a percentage of athletes who participated in a Spring 2020 athletic program were awarded an additional year of eligibility; therefore, the College experienced an increase in overall retention rates for athletes.

In January 2020, the College underwent a Presidential change. With this came changes to the College's organizational chart. It was decided that additional annual operational assessment plans and reports would be required to determine more specific data. Therefore, for the 20-21 fiscal year, the Operational Assessment Committee required the following plans in addition to those already established:

1. Learning Center
2. Student Affairs
3. Human Resources & Student Development
4. Book Depot
5. Information Technology
6. Physical Plant
7. Registrar

Reports for the 20-21 fiscal year will be available for review in September 2021 in accordance with the established timeline.

2019-2020 OPERATIONS ASSESSMENT

ACADEMIC UNIT

Mission Statement:

The mission of the Academic Unit is to provide quality educational programs by developing resources, assessing and delivering programming, providing services and support in the areas of recruitment, retention, professional and leadership development, advising, conflict mediation, policy development, student records, technology, and articulation. The Unit also seeks to promote service, justice, equity, diversity, and inclusion using best practices and data-driven decision-making processes.

Goals:

		Operational Goal	Description:
1		Effective Operations	The Academic Unit will ensure effective operation of its subunits.
2		Support Retention	The Academic Unit will implement policies and increase activities designed to improve retention of students.
3		Improve Student Outcomes	The Academic Unit will make data driven decisions that deliberately improve student learning outcomes in all degree programs.
4		Support Enrollment	The Academic Unit will implement policies and increase activities that ensure degrees are appropriately matched to the needs of potential students.

Assessment Report

OPERATIONAL UNIT: Academics				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
Effective Operations	Daily headcount of students using the library	After business hours visits per week average of 20 (up 20%)	Target Met (excluding Covid months)	Students being off campus for several months due to Covid skewed the data. Disaggregated data is not available.
	OPAC software search statistics	1,000 home page views per semester (up 30%)	Target NOT Met	
	College database usage reports	1,200 database sessions per semester (up 25%)	Target NOT Met	
	Five questions related to operations of the library asked on the Institutional Survey	At least 70% of students will respond Agree or Strongly Agree on all of the relevant questions.	Institutional Survey Not Provided	
	Five questions related to operations of the registrar asked on the Institutional Survey	At least 70% of students will respond Agree or	Institutional Survey Not Provided	

		Strongly Agree on all of the relevant questions.		
Support Retention	<p>Number of advisors that attend professional development activities designed to improve retention.</p> <p>Number of faculty sponsored enrichment events.</p> <p>Number of faculty participating in tutoring center activities.</p>	<p>During the 2019-2020 academic year 100% of advisors will attend one or more professional development activities designed to improve retention.</p> <p>During the 2019-2020 academic year faculty will host five or more enrichment events.</p> <p>During the 2019-2020 academic year at least 70% of faculty</p>	<p>Target Met</p> <p>Supports Six R Strategy Supports Dashboard Indicator</p> <p>Target NOT Met</p> <p>Supports Six R Strategy Supports Dashboard Indicator</p> <p>Target Not Met</p> <p>Supports Six R Strategy Supports Dashboard Indicator</p>	<p>Additional enrichments events will be held by faculty during the 2020-2021 academic year. Faculty can now receive credit for enrichment events on their workload form. This objective is now one of the objectives listed in THRIVE 2025.</p> <p>Faculty can now receive workload credit for participating in the tutoring center. We anticipate increased participation. This objective is now one of the objectives listed in THRIVE 2025.</p>

		spend one or more afternoons helping students at the tutoring center.		
Improve Student Outcomes	Number of degree programs with curriculum maps.	During the 2019-2020 academic year at least 25% of degree programs will have an associated curriculum map.	Target NOT Met	The institutional General Education Program now has a curriculum map. A focus on moving the General Education Degree Program online has resulted in decreased emphasis on other programs. We will create a new standing committee, the Curriculum Committee that will oversee this process. All general education courses are to have proposed course SLOs submitted to division chairs by October 15th. Division chairs will present SLOs to the Curriculum Committee for approval.
	Number of syllabi updated to reflect current student learning outcomes.	During the 2019-2020 academic year at least 25% of syllabi will be updated to reflect current student learning outcomes and related assessments.	Target NOT Met	
	Quality of online classes.	During the 2019-2020 academic year 100% of online	Target Met	

		classes will offer synchronous online office hours and/or tutoring sessions.		Standardized syllabi will be created from new SLOs. New policy requires two or more ZOOM office hours for each online course.
Support Enrollment	Number of articulation agreements. Number of new degree program recommendations. Number of online classes	During the 2019-2010 academic year articulation agreements will be signed with one or more colleges. During the 2019-2020 academic year the VPAA (or designee) will submit a report to the president recommending potential new degree programs. During the 2019-2020 academic the	Target Met Supports Six R Strategy Target NOT Met Supports Six R Strategy Supports Dashboard Indicator Target Met Supports Six R Strategy	An articulation agreement was signed with Arkansas Northeastern Community College. The Chair of General Studies will submit a degree proposal to the VPAA by October 1st. The new strategic plan requires the creation of two new degree programs within five years. Oral Communications and College

		VPAA (or designee) will attempt to offer two new online classes		Algebra are now offered online.
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2019-2020 OPERATIONS ASSESSMENT
ADVANCEMENT UNIT

Mission Statement:

The mission of the Advancement Unit is to support the overall mission of Crowley’s Ridge College (CRC) by engaging the CRC constituency to encourage annual and future investment in support of our students, as they prepare to become responsible, Christian adults, academically equipped to make a positive impact on our nation and world.

Goals:

	(Operational Goal)	Description:
1	Unrestricted Annual Fund	The Advancement Unit will oversee a successful, unrestricted annual fund campaign.
2	Academic Support	The Advancement Unit will raise sufficient funds to enable teachers’ access to resources needed for students’ successful completion of required classes toward achieving academic goals.
3	Scholarship Funding	The Advancement Unit will raise money annually for student scholarships, which will help reduce student loan debts and increase student satisfaction.
4	Facilities	The Advancement Unit will raise money annually to meet needs connected to the maintenance, improvement, or expansion of CRC’s facilities.

Methods of Assessment:

1. Unrestricted Annual Fund:
 - a. A target is established annually for each individual campaign within the annual fund campaign. Currently, the annual fund campaign is made up of seven individual campaigns.
 - i. Measured by comparing the contributions given for each individual campaign compared to the target of each individual campaign.

- b. An overall target goal is established annually for the entire annual fund campaign.
 - i. Measured by comparing the total contributions given for each individual campaign goal compared to the target of the annual fund campaign.
- 2. Academic Support:
 - a. Measured by comparing the contributions received to the requested amounts for project needs to help teachers have the resources connected to the academic support of students.
- 3. Scholarship Funding:
 - a. Measured by comparing the amount of contributions given for student scholarships to the target set for student scholarship gifts.
- 4. Facilities:
 - a. Measured by comparing the amount of contributions given for maintenance, improvement, or expansion of CRC's facilities to the target set for each of these areas.

Assessment Report
Assessing July 1, 2019 – June 30, 2020

OPERATIONAL UNIT:				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results / Data & Analysis	E. Planned Changes Based on Results
Unrestricted Annual Fund	Measured by comparing target goals to total of contributions for this operational goal area.	Churches \$ 50,000 CRC Day \$100,000 General Donations \$100,000 Grants \$ 75,000 Honors/Memorials \$ 10,000 Mail Appeals \$100,000 Vision of Growth <u>\$100,000</u> \$ 535,000 Total Annual Fund Campaign	Churches \$ 66,433 CRC Day \$ 58,930 General Donations \$106,206 Grants \$ 56,600 Honors/Memorials \$ 5,415 Mail Appeals \$ 95,007 Vision of Growth <u>\$ 37,994</u> \$426,585 \$108,415 short of target.	<u>Churches</u> – Hire individuals to make X # of church visits/month. <u>CRC Day</u> – Above church visits. <u>Grants</u> – Hire grant researcher. <u>Honors/Memorials</u> – increase emphasis in appeals/newsletter. <u>Mail Appeals</u> – same # of appeals. <u>Vision of Growth</u> – Hire personnel to cultivate relationships via mail, tel, and in person.

Academic Support	Measured by comparing target goals to total of contributions for this operational goal area.	\$10,000 for software and technology classroom needs.	\$15,580 for Computer Technology. 4,800 purchase software students in Developmental English, & \$5,100 purchase Library Automation software. \$15,480 more than \$10,000 target.	Continue pursuing grants from foundations and increase the goal amount since went over goal this year for technology & software.
Scholarship Funding	Measured by comparing target goals to total of contributions for this operational goal area.	\$100,000 for student scholarships.	Raised \$103,381 for student scholarships. \$3,381 over the \$100,000 target.	Emphasize scholarships in at least one mail appeal, newsletter article summarizing need for scholarships and find additional foundations that fund scholarships and submit proposals to each one that does.
Facilities	Measured by comparing target goals to total of contributions for this operational goal area.	\$15,000 for facilities. Will change drastically if a capital campaign is underway in any given year.	\$12,487 raised specifically for facilities.	Must find foundations that will provide grant funds for facilities and submit proposals to each one that does. Must visit with individuals, ask to give toward facilities.

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Goals Data Analysis and Planned Changes:

Unrestricted Annual Fund - Total Annual Fund Campaign \$108,415 short of \$535,000 target.

- Hiring fundraising personnel should help achieve each target for the campaigns within the total annual fund.
- Once additional fundraising personnel are hired, increase the total annual fund goal to \$600,000 or more.

Academic Support - Raised \$15,480 more than \$10,000 target.

- Pursuing academic support through grant funding worked well.
- Increase dollars needed for this area and make this a priority with the additional person hired as a grant researcher.

Scholarship Funding – Raised \$103,381, which is \$3,381 over the \$100,000 target.

- With a goal of asking churches to fund Bible scholarships, we must send at least one church mail appeal to request scholarship gifts.
- Hiring fundraising personnel should help increase gifts from individuals designated for scholarships.
- Increase scholarship goal to at least \$125,000

Facilities – Raised \$12,487 for the facilities, which is 2,523 short of \$15,000 target. Emphasized in spring appeal the need for facility funding, which produced gifts totaling \$12,487. Also asked three different foundations for total of \$70,800 for facilities. Two turned us down and one is still considering our request.

- Must identify foundations that will provide grant funds for facilities. Once identified, must submit grant proposals to those foundations asking for a grant for facilities.
- Must do a facilities assessment to better understand funds needed to improve current facilities or for new facilities. Once the dollars needed for facilities is agreed upon and included in a strategic plan, we must create a capital campaign to help raise these needed funds.
- Once additional fundraising personnel are hired and facilities funding needs are better understood, cultivate individual relationships that will eventually lead to solicitation of larger gifts for facilities.

2019-2020 OPERATIONS ASSESSMENT

Athletics

Mission Statement:

The mission of the Pioneer Athletics Department is to provide athletic programs and recruit participating students in order to enhance student satisfaction and assist in meeting the enrollment goals of the college.

Goals:

	(Operational Goal)	Description:
1	Student-athlete participation	Recruit, sign, and re-sign student-athletes.
2	Student-athlete satisfaction	The satisfaction rate of the student-athlete’s competitive, growth, and development experiences.

		the Athletic Department by 2021		
Student-athlete satisfaction	Record and analyze survey given at the end of each semester	<p>75% satisfaction rate with Tutoring Center</p> <p>75% were satisfied with Gym</p> <p>75% were satisfied with Softball field</p> <p>75% were satisfied with baseball field</p> <p>75% were satisfied with transportation</p> <p>75% were satisfied with Weight Training Facility</p>	<p>No question asked on Student Survey for the Tutoring Center for Athletics</p> <p>56% for Gym</p> <p>61% for Softball field</p> <p>88% for Baseball field</p> <p>61% for Transportation</p> <p>No question asked on Weight Training Facility – currently using offsite facility (PEAK)</p>	<p>Need specific questions asked on end of year survey for student/athletes on Tutoring Center.</p> <p>Much needed renovation will be done in Sept/Oct of 2020 that will make Carter Activity Center a great venue for sports. Also need gym satisfaction question on survey directly for athletes to get true rating.</p> <p>Renovation was completed on Pioneer Park infield and drainage but season suspended due to COVID. Also need specific question for softball athletes on survey.</p> <p>Satisfaction rating was good and need question for survey asked directly to baseball athletes.</p> <p>More and better transportation was purchased during the school year but used minimally due to COVID. Would help to ask the survey directly to athletes.</p> <p>Student/Athletes enjoy the PEAK facility that we have an agreement with but hope to have our own facility in the near future.</p>

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Goals Data Analysis and Planned Changes:

Recruiting and Retention are issues faced each year in every program. Much of the success has to do with have the right personnel in place to make it happen. Some coaching changes were made and some programs discontinued for the time being due to having the right people in place that would have the time to devote to it. Junior Varsity sports will be added for two sports for 2021 which will give us 5 of the 6 programs having the additional student/athletes. My experience shows that JV programs while giving desired increase in student numbers on the front side of a school year, could also hurt retention numbers on the backside of the year. That is where I rely on the coach/student athlete relationship to aid in students working towards a college degree. Coaches are urged throughout the year to meet desired targets in recruiting as well as retention.

CRC is looking at adding new sports as it grows as an institution. The Athletic Director will research during 2020-2021 Esports for possible establishment for 2022 academic year. It is a growing sport in the NAIA of which we are members.

In terms of satisfaction for facilities for our athletics, CRC hopes to continue to improve the existing buildings and fields and have plans in the next five years to start construction on a new multi-use facility that will house weight room, offices, classrooms, racquetball courts, etc.

2019-2020 OPERATIONS ASSESSMENT

Campus Ministry

Mission Statement:

The mission of the Campus Ministry is to promote a spiritual atmosphere for students by offering Christian service and worship opportunities to the meet spiritual objectives of CRC.

Goals:

	(Operational Goal)	Description:
1	Worship opportunities	TND, Bethel, Chapel and Fall Retreat
2	Christian service	Mission work, Christian servants, Service activities and Traveling preachers

Assessment Report

OPERATIONAL UNIT:	Campus Ministry			
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
Worship:				
TND	Percentage from student survey	25% of total student body	Survey Numbers: 47.5%	Surpassed the goal and plan to continue to increase the percentage.
Bethel	Percentage from student survey	10% of total student body	Survey Numbers: 28.7%	Surpassed the goal but with a new Campus Minister (full time) in place, other activities will take the place of Bethel.
Fall Retreat	Percentage from student survey	15% of total student body	Survey Numbers: 25%	Surpassed the goal and more emphasis will be placed on attendance with new Campus Minister.
Chapel	Percentage from student survey	55% positive rating	Survey Numbers: 76.3%	Surpassed the 55% positive rating and will work to increase.
Christian Service:				
Christian Servant Group	Scholarships allotment	Maintain at least 10 scholarship Christian servants	We maintained 9 for the shortened school year. List attached.	We have 7 chosen for this Fall with the plan to add 3 freshmen for the spring 2021 term.
Mission trip opportunities	Number of students that attend one mission trip	5% of total student body	Due to Covid19, our mission trip to Nicaragua had to be canceled. 10 students had raised	A mission trip will be planned for spring break if we are allowed to travel.

Outreach activities	Number of students involved in outreach activities	40% of total student body	the money and purchased tickets. List attached.	Will have plans throughout the school year for student involvement in various projects.
Traveling preachers	Art's weekly preaching list	40% are current students	Our outreach activities for the spring were canceled. Project hope moved from fall to spring due to weather and then postponed due to Covid19. 9 of the 19 ministers send out by CRC this year were current CRC students which is 47.3% of student body. List attached.	Will continue to meet the needs of local congregations to with at least 40% of current student body.

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Goals Data Analysis and Planned Changes:

There will be a number of changes that will affect the goals of Campus Ministry moving forward, starting with the hiring of our first full-time Campus Minister who began June 1, 2020. His resume is provided. Some of the events that were assessed in this cycle may change due to the switch in this area from Paul McFadden to Grayson Taylor and new ideas that he will implement from his background in Campus Ministry.

2019-2020 OPERATIONS ASSESSMENT

DIRECT OPERATIONS

Mission Statement: The mission of the Direct Operations Unit is to provide for orderly management and accountability of the financial resources and assets of the college as well as appropriate operation of the campus on a daily basis including academic and auxiliary operations.

Goals:

	(Operational Goal)	Description:
1	Effective Operations	Examines and ensures all management practices pertaining to services and facilities are supporting institutional goals and being performed effectively and to the satisfaction of students
2	Reduce Expenses	Examines actual expenditures and budgeting policies to ensure that goals to reduce institutional expenses are actually being achieved
3	Support Retention	Examines and ensures that operational goals aimed at increasing student satisfaction are actually being achieved

Crowley's Ridge College Operations Assessment Document

Methods of Assessment:

Effective Operations will be assessed through...

- Comparison of collection rate of total percentage of actual funds received relative to amount invoiced
- Examination of percentage rate of current students attending provided SIS training
- Examination of percentage of financial aid award letters sent by June 1
- Comparison of beginning of year budget cycle predictions with actual end of year expenditures for all departmental budgets
- Examination of relevant student satisfaction questions on annual Institutional Survey

Reducing Expenses will be assessed through...

- Examination of institution's fiscal year power usage
- Examination of current departmental budgeting policies

Supporting Retentions will be assessed through...

- Examination of departmental budgets relative to actual expenditures
- Examination of relevant student satisfaction questions on annual Institutional Survey

Assessment Report

OPERATIONAL UNIT:	Direct Operations			
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
Effective Operations	<p>Examine collection rate of total percentage of actual funds received to amount invoiced</p> <p>Examine percentage of current students attending provided SIS training</p> <p>Examine percentage of financial aid award letters sent by June 1</p> <p>Examine beginning of year cycle predictions compared with actual end of year expenditures for all departmental budgets</p> <p>Examine responses to 5 questions relevant to student satisfaction with financial assistance services, included in annual Institutional Survey</p>	<p>Will have received 96% in actual funds relative to amount invoiced</p> <p>100% of current students will attended provided SIS training</p> <p>100% of students with FASA and application on file by May 1 will have received an award letter by June 1</p> <p>100% of all actual end of year expenditure will be within 5% of departmental budget beginning of year cycle predictions</p> <p>70% of students will “agree” or “strongly agree” on all relevant questions</p>	<p>No data due to the President in charge of this plan leaving half way thru the assessment cycle</p>	<p>Create a new plan</p>

Reduce Expenses	Examine total kilowatt usage for fiscal year 2020 Examine current departmental budgeting policies	Will have reduced total kilowatt usage by 5% At least 1 departmental budget policy will require double bids for expenditures exceeding \$1,000	No data due to the President in charge of this plan leaving half way thru the assessment cycle	Create new plan
Support Retention	Examine departmental budgets and actual expenditures for fiscal year 2020 Examine responses to 5 questions relevant to student satisfaction with food services, included in annual Institutional Survey	\$10,000 will have been spent to improve residential housing facilities \$10,000 will have been spent to improve food services \$10,000 will have been spent to improve athletic facilities 70% of students will “agree” or “strongly agree” on all relevant questions	No data due to the President in charge of this plan leaving half way thru the assessment cycle	Create new plan

2019-2020 OPERATIONS ASSESSMENT
Student Affairs

Mission Statement:

The mission of the Student Affairs Operational Unit is to maintain student conduct criteria by monitoring chapel attendance and ensuring compliance with institutional and title IX policies governing student life to support the learning outcomes of Crowley’s Ridge College.

Goals:

		(Operational Goal)	Description:
1		Compliance with institutional policies and regulations pertaining to student conduct, including chapel attendance	Investigate and verify reported infractions of institutional policies and regulations, as per the student handbook, including but not limited to chapel attendance, and mediate appropriate disciplinary action as warranted

2	Compliance with Title IX regulations	Monitor changes to Title IX requirements and ensure compliance through appropriate policies, activities, and/or reporting
3	Satisfactory student housing arrangements and conditions	Placement of resident managers and resident assistants, monitoring of general conditions and environment of housing facilities, and mediating student grievances relating to student housing

Assessment Report

OPERATIONAL UNIT:				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
Student compliance with institution policies and regulations pertaining to student conduct	Annual Discipline Report Annual Chapel and Class Attendance Report	0 expulsions, letters of reprimand, and other disciplinary actions 80% of students will not exceed allowed chapel absences	0 expulsions, 4 letters of reprimand and no other disciplinary actions Based on the Dean of Students knowledge of attendance, he felt we did not meet the 80% in the fall term but did in the spring term which was cut short due to Covid19.	No changes recommended based on assessment results. The Dean of Students stated that we need a better computerized system to track chapel absences.
Institutional compliance with Title IX regulations	Annual Campus Security Report Proof of Campus Security Report distribution (email record)	0 incidents of criminal offenses 100% distribution to all current and prospective students and employees	We had 0 incidents for the 2019-20 school year. 100% distribution was sent by email to all current/prospective/employees. Also on website.	Hope to continue with no criminal offenses on our campus. Will continue to distribute necessary material. There will be a change in compliance officer. Moved to Human Resources.
Satisfactory student housing arrangements and conditions	Student Satisfaction Survey	70% of students (average aggregate score) will agree or strongly agree with housing satisfaction items polled on the survey	71.2% agree/strongly agree with housing satisfaction items. The lowest two were temperature and laundry facility issues.	The temperature setting control is now in the hands of Dorm Supervisor only. Issues with washers/dryers have been reported to maintenance

	Annual Housing Report			department to evaluate and repair.
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Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Goals Data Analysis and Planned Changes:

Several personnel changes have been made for the upcoming year in the Student Affairs area. Compliance with Title IX has been moved to Human Resources and a new Dean of Students was hired this summer due to the retirement of a long-term Dean.

2019-2020 OPERATIONS ASSESSMENT

Admissions

Mission Statement:

The mission of Admissions is to recruit and retain students by soliciting and vetting applicants and providing student life opportunities to enhance student satisfaction in order to meet the enrollment objectives of Crowley’s Ridge College.

Goals:

	(Operational Goal)	Description:
1	Freshmen Enrollment	Admit and enroll more Freshmen than the 2017 academic year
2	Student Life	Increase the number of students participating in student life activities while improving the satisfactory of those activities
3	Admissions Presentations	Face to face interactions with prospective students at college fairs, youth events, religious functions, and on campus visits

Assessment Report

OPERATIONAL UNIT:	Admissions			
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on Results
Freshmen Enrollment	Number of accepted applications vs. previous year.	66 Freshmen - 25% more than Fall 18.	55 Freshmen - 6% Increase.	Going to allow coaches to recruit their freshmen players and focus more on recruiting non-athletes.
Student Life	Survey given at the end of each semester.	<p>Average of 30% student participation across all student life activities offered.</p> <p>22% "Strongly Agree" that CRC offers enough extracurricular activities.</p>	<p>We had at least 60% of the student body participate in student life activities.</p> <p>12.5% "strongly agreed" that CRC offers enough extracurricular activities.</p>	<p>No Covid-19. (hopefully)</p> <p>New Director of Student Life.</p> <p>More variety of things for students to do (Covid allowing).</p>
Admissions Presentations	Track on Admissions calendar vs. previous year.	Increase of 30% in person admissions presentations.	Increase of 64%.	No change.

Assessment Report: (To be completed at the end of the assessment cycle.)

Summary of Goals Data Analysis and Planned Changes:

2019-20 was a good year. Having two recruiters that know what they are doing is very evident. Our change of focusing on non-athletes will be good for our athlete/non-athlete numbers, but may cause some issue with coaches since more communication will fall on them.

I don't know why I chose 22% to strongly agree. This year (2019-20), we had 80% agree/strongly agree that we had enough activities, but only 12.5% "strongly agreed". Covid-19 and a shortened spring semester could have a part to play in this.

We will continue to offer in person/virtual tours anytime during the week and weekends (schedules allowing).

2020-2021 OPERATIONS ASSESSMENT
Athletics

Mission Statement:

The mission of the Pioneer Athletics Department is to provide athletic programs and recruit participating students in order to enhance student satisfaction and assist in meeting the enrollment goals of the college.

Goals:

	(Operational Goal)	Description:
1	Student-athlete participation	Recruit, sign, and re-sign student-athletes.
2	Student-athlete satisfaction	The satisfaction rate of the student-athlete's competitive, growth, and development experiences.
3	Support community connection	The Athletic Department will establish connections with the Paragould community through Pioneer Athletics.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:				
Admissions				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported

2020-2021 OPERATIONS ASSESSMENT

Campus Ministry and Student Life

Mission Statement:

The mission of the Campus Ministry is to promote a spiritual atmosphere for students by offering Christian service and worship opportunities to meet spiritual objectives of CRC.

Goals:

	(Operational Goal)	Description:
1	Support Retention	Campus Ministry will provide opportunities for students to be more involved on campus.
2	Student Connection	Campus Ministry will provide opportunities for students to connect with a faith-based community and grow in their own faith.
3	Support Christian Service Efforts	Campus Ministry will encourage students to engage in service opportunities throughout the year.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:	Campus Ministry and Student Life			
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported
Support Retention	<p>Number of weekly and monthly travel opportunities provided each semester.</p> <p>Survey given at the end of each semester</p>	<p>During the 2021 spring semester, we will organize and market at least 12 weekly and three monthly travel opportunities for students.</p> <p>Average of 30% student participation across all student life activities offered</p> <p>22% "strongly agree" that CRC</p>		Supports THRIVE objectives 1.4 and 1.5

		offers enough extracurricular activities.		
Student Connection	Attendance report	During the 2020-2021 academic year, at least 25% of the student body will attend Summit.		
	Percentage from student survey	During the 2020-2021 academic year, at least 15% of the total student body will attend Community Groups (Guys/Girls Small Groups).		
	Percentage from student survey	During the 2020-2021 academic year, at least 20% of the total student body will attend TND.		
	Percentage from Student survey	During the 2020-2021 academic year, at least 15% will select "agree" or "strongly agree" on the institutional survey regarding their satisfaction with the Spring Retreat.		

		During the 2020-2021 academic year, at least 55% will select “agree” or “strongly agree” on the institutional survey regarding their satisfaction with Chapel.		
Support Christian Service Efforts	<p>Scholarships allotment</p> <p>Number of students that attend one mission trip</p> <p>Percentage on the institutional survey</p>	<p>We will retain at least 75% of the Christian Servant Leaders from Fall 2020 to Spring 2021.</p> <p>During the 2020-2021 academic year, at least 5% of the student body will serve on a school-sponsored Mission trip opportunity.</p> <p>During the Spring 2021 semester, at least 75% will select “agree” or “strongly” agree on the institutional survey regarding their positivity rating with Project ReachOut.</p>		Supports THRIVE objective 2.1

2020-2021 OPERATIONS ASSESSMENT

Student Affairs

Mission Statement:

The mission of the Student Affairs Operational Unit is to maintain student conduct criteria by monitoring chapel attendance and ensuring compliance with institutional and title IX policies governing student life to support the learning outcomes of Crowley's Ridge College.

Goals:

		(Operational Goal)	Description:
1		Student Compliance	The Student Affairs Unit will monitor and record the student body's compliance with institutional policies and regulations pertaining to student conduct, including but not limited to chapel attendance and student handbook infractions.
2		Support Institutional Compliance	The Student Affairs Unit will support compliance from the institution by monitoring Title IX requirements and coordinating appropriate policies and reporting.
3		Coordinate Student Housing	The Student Affairs Unit will coordinate student housing policy, arrangements, and conditions to support enrollment growth and student satisfaction.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported
Student Compliance	Annual Discipline Report Annual Chapel and Class Attendance Report	During the 2020-2021 academic year, 10% or less of the student body will receive significant disciplinary actions from the Dean of Students (i.e. Expulsion, Suspension, Probation). During the 2020-2021 academic year, at least 80% of students will not exceed allowed chapel absences.		

Support Institutional Compliance	<p>Annual Campus Security Report</p> <p>Proof of Campus Security Report distribution (email record)</p> <p>Examine database connected to the Omni Alert System</p>	<p>During the 2020-2021 academic year, we will record zero incidents of criminal offenses according to the Clery Act Report.</p> <p>During the 2020-2021 academic year, we will distribute the Campus Security Report to 100% of all internal and external constituents.</p> <p>During the 2020-2021 academic year, 100% of our students and employees will receive timely alerts through the Omni Alert System.</p>		
Coordinate Student Housing	<p>Student Satisfaction Survey</p> <p>Examine residency policy</p>	<p>During the 2020-2021 academic year, at least 70% of students will agree or strongly agree with housing satisfaction items polled on the survey.</p> <p>During the 2020-2021 academic year, we will examine current dorm residency policy and determine at least two different policy modifications to aid in enrollment growth.</p>		<i>Supports THRIVE objective 3.11</i>

2020-2021 OPERATIONS ASSESSMENT

Direct Operations

Mission Statement:

The mission of the Direct Operations Unit is to provide for orderly management and accountability of the financial resources, facilities and assets of the college while adhering to the overall mission statement and values of Crowley’s Ridge College

Goals:

		(Operational Goal)	Description:
1		Effective Operations	The direct operational unit will ensure effective operations of it subunits

2	Support Retention	The direct operations unit will provide support services for retention through its operations
3	Support Financial Accountability Efforts	The direct operations unit will implement policies and provide reports to support the financial accountability of the institution

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported
Effective Operations	Effective Operations is assessed in the subunit annual assessment documents.	See the annual assessment documents for: Advancement Physical plant Information Technology Human Resources & Student Development		
Support Retention	Institutional Survey	70% of students will select “agree” or “strongly agree” on the institutional survey when asked if the cafeteria is providing quality meals 70% of students will select “agree” or “strongly agree” on the institutional survey when asked if the coffee shop is a great addition to campus life		Supports THRIVE objective 1.3 Supports THRIVE objective 1.1
Support Financial Accountability Efforts	Audit Report Audit report	During the 2020-2021 academic year, Financial Aid will send students an award letter within 2 weeks of receiving all required documents.		Supports THRIVE accountability #2

	Budget Report	Accounts receivable will collect at least 90% of current student accounts. Budget reports will be given to each budget department head on a quarterly basis.		
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2020-2021 OPERATIONS ASSESSMENT

Human Resources and Student Development

Mission Statement:

The mission of the Human Resources and Student Development Department is to provide opportunities of growth, development, engagement, and service for the employees and students of Crowley's Ridge College.

Goals:

		Operational Goal	Description:
1		Execute Professional Development	The Department of Human Resources and Student Development will design, conduct, and support the professional development efforts for the employees of the College.
2		Support Student Engagement	The Human Resources and Student Development Department will coordinate engagement and development efforts for the student body.
3		Support Community Connection	The Office of Human Resources and Student Development will support efforts to connect with the community of Paragould and the surrounding area.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:	Human Resources and Student Development			
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported
Execute Professional Development	Safe Colleges Report	During the 2020-2021 academic year, we will acquire an agreement with Safe Colleges Vector Solutions to aid in professional development.		

		During the 2020-2021 academic year, at least 80% of all full-time employees will successfully complete at least four different Safe Colleges training courses.		
Support Student Engagement	<p>Service Day Log</p> <p>Service Day Attendance Report</p> <p>Service Day Volunteer Report</p> <p>Service Day Log</p>	<p>During the 2021 spring semester, we will coordinate one service day event.</p> <p>We will have at least 75% participation from the student body during the spring service day.</p> <p>We will have at least 25% participation from full-time employees during the spring service day.</p> <p>We will complete at least four different service projects in the community during the spring service day.</p>		Supports THRIVE objective 2.1
Support Community Connection	<p>Examine projected Academic Calendar for 2021-2022</p> <p>Examine candidates names, contact information, and credentials</p>	<p>During the 2020-2021 academic year, we will plan one free marriage counseling seminar to be conducted in Fall 2021.</p> <p>During the 2020-2021 academic year, we will identify at least three possible candidates to lead the marriage counseling seminar in Fall 2021.</p>		Supports THRIVE objective 2.9

2020-2021 OPERATIONS ASSESSMENT

Information Technology

Mission Statement:

The mission of the Information Technology Department is to research, acquire, and install any technology that is needed by the institution's faculty, staff, or students in order for them to lead, instruct, or acquire their degree. The Information Technology Department will adhere to the overall mission statement and values of Crowley's Ridge College.

Goals:

		Operational Goal	Description:
1		Effective Operations	The Information Technology Department will ensure effective and efficient implementation of all services related to the department.
2		Support Academic Services	The Information Technology Department will provide support for academic services by coordinating database updates and managing effective website access for internal and external constituents.
3		Support Network Security Efforts	The Information Technology Department will ensure protection of the institution's data from unauthorized entities.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported
Effective Operations	Number of classrooms and offices with video streaming capability. Number of backup servers/locations. Number of facilities with wireless networks.	During the 2020-2021 academic year, 85% of classrooms and offices will have video streaming capability. During the 2020-2021 academic year, we will establish four backup locations for our data including local backup servers, google drive, and amazon glacier. During the 2020-2021 academic year, 80% of on campus facilities		

	Examine coffee shop IT requirements.	will have at least one wireless network. During the 2020-2021 academic year, we will install database software, wifi access, and electronic devices necessary for effective operation of the coffee shop.		Supports THRIVE objective 1.1
Support Academic Services	Examine academic databases Examine website Number of seats available in developmental math lab	All academic databases will support and enhance intrusive advising efforts. The website (www.crc.edu) will be in compliance with academic policy and will support efforts to implement future online degree and concurrent enrollment course offerings. During the 2020-2021 academic year, we will increase the size of the developmental math lab to double in capacity.		Supports THRIVE objective 3.1 Supports THRIVE objectives 3.2 and 3.6 Supports THRIVE objective 3.8
Support Network Security Efforts	Examine security measures of all institutional data	During the 2020-2021 academic year, we will ensure that internal and external security measures are up to date; this includes firewall, virus software, software updates, and wifi security updates.		

2020-2021 OPERATIONS ASSESSMENT
ADVANCEMENT UNIT

Mission Statement:

The mission of the Advancement Unit is to support the overall mission of Crowley's Ridge College (CRC) by engaging the CRC constituency to encourage

annual and future investment in support of our students, as they prepare to become responsible, Christian adults, academically equipped to make a positive impact on our nation and world.

Goals:

	(Operational Goal)	Description:
1	Increase Unrestricted Donor Funding	The Advancement Unit will oversee a successful, unrestricted annual fund campaign.
2	Provide Funding for Scholarships	The Advancement Unit will raise money annually for student scholarships, which will help reduce student loan debts and increase student satisfaction.
3	Provide Funding for Facilities	The Advancement Unit will raise money annually to meet needs connected to the maintenance, improvement, or expansion of CRC's facilities.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results / Data & Analysis	E. Strategic Planning Objectives Supported
Achieve Unrestricted Annual Fund Goal	Measured by comparing target goals to total of contributions for this operational goal area.	Churches \$ 55,000 CRC Day \$ 85,000 General Donations \$100,000 Grants \$100,000 Honors/Memorials \$ 10,000 Mail Appeals \$100,000 Vision of Growth <u>\$100,000</u> \$ 550,000 Total Annual Fund Campaign		Supports THRIVE Objectives 1.1, 1.2, 1.4, 1.5, 2.1, and 3.9
Provide Funding for Scholarships	Measured by comparing target goals to total of contributions for this operational goal area.	\$100,000 for student scholarships.		Supports THRIVE Objectives 2.4, 2.6 and 3.5
Provide Funding for Facilities	Measured by working with professionals to understand current and	A Capital Campaign will be created in 2021 once a facilities audit is		Supports THRIVE Objectives 1.6 and 1.7

	future facility's needs and costs.	completed, which will help us understand needs and costs.		
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2020-2021 OPERATIONS ASSESSMENT

Physical Plant

Mission Statement:

The mission of the Physical Plant Department is to safely perform maintenance, repairs, and improvements to facilities adhering to the overall mission statement and values of Crowley's Ridge College.

Goals:

		Operational Goal	Description:
1		Effective Operations	The Physical Plant Department will ensure effective and efficient services related to the institution's infrastructure.
2		Support Transportation	The Physical Plant Department will provide support for transportation efforts by coordinating the organization and maintenance of CRC owned vehicles.
3		Support Campus Improvement Efforts	The Physical Plant Department will provide support for campus improvement needs by researching, assembling, and installing necessary campus equipment and campus cosmetic features.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported
Effective Operations	Examine Carter Activities Center gymnasium needs Number of meetings with pest services providers	During the 2020-2021 academic year, we will replace and insulate the roof, provide support for basketball goals, install interior wall panels, replace lighting, and install an entrance canopy at the Carter Activities Center gymnasium. During the 2020-2021 academic year, we will research the		

	Number of outdoor seating availability	<p>opportunity to replace our current pest service with a reliable local service.</p> <p>During the 2020-2021 academic year, we will assemble and strategically place swings and tables with seating in a variety of locations on campus.</p>		
Support Transportation	<p>Number of weekly and monthly travel opportunities using a CRC owned vehicle</p> <p>Examine faculty and staff transportation needs</p>	<p>CRC shuttle buses and/or vans will be available for 100% of all weekly and monthly student travel opportunities</p> <p>CRC owned vehicles will be available 100% of the time to faculty and staff members when traveling for work related purposes; this includes, but is not limited to, recruiting, attending conferences, weekly and monthly student travel opportunities, athletic games/scrimmages, high school exhibition games, etc...</p>		<p>Supports THRIVE objectives 1.4 and 1.5</p> <p>Supports THRIVE objectives 1.4, 1.5, and 2.5</p>
Support Campus Improvement Efforts	<p>Examine campus needs</p> <p>Examine main entrance construction needs</p>	<p>During the 2020-2021 academic year, we will supply the office of Human Resources and Student Development with cosmetic needs of the campus to be worked on during the Fall CRC Service Day</p> <p>During the 2020-2021 academic year, we will begin researching costs, designs, and materials needed for</p>		<p>Supports THRIVE objective 2.1</p> <p>Supports THRIVE objective 1.6</p>

	Examine multi-use building plans	<p>the main entrance construction. We will provide estimates to the Office of Advancement to assist in setting fundraising goals.</p> <p>During the 2020-2021 academic year, we will contact AR DOT to assess the right of way distance requirements from the highway where the main entrance construction will take place. We will determine a location to place a flagpole with lighting based on utilities available.</p> <p>During the 2020-2021 academic year, we will schedule a consultation with an architect to discuss needs associated with the multi-use building.</p>		<p>Supports THRIVE objective 1.6</p> <p>Supports THRIVE objective 1.7</p>
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2020-2021 OPERATIONS ASSESSMENT

Registrar's Office

Mission Statement:

The Registrar's Office at Crowley's Ridge College is committed to the institution's strategic priorities of ensuring the accuracy and integrity of student records, ensuring compliance with academic policy, and fulfilling its responsibilities of course scheduling, registration, graduation, degree audits, academic catalogs, and assessment practices.

Goals:

	(Operational Goal)	Description:
1	Support academic services	Provide support for academic services by facilitating registration processes, facilitating course scheduling for all terms, serving as a resource for all academic divisions, and ensuring that all processes are in accordance with academic policy.

2	Support services for intrusive advising efforts	Provide support services for intrusive advising efforts by coordinating advisor training sessions during professional development, ensuring that the advisor database is up to date with features necessary for the wellbeing of the institution's academic department, and serving as a resource for all academic advisors.
3	Student engagement	Host one student enrichment event during the 2020-2021 academic year.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported
Support academic services	<p>Established online registration process that allows all categories of students, including dual enrollment, to register for courses without coming to campus.</p> <p>Examine online documents</p>	<p>Dual enrollment students will complete the registration process exclusively online.</p> <p>All students will have the availability to complete the registration process exclusively online.</p> <p>Students (online or on ground) will be able to access all academic forms and documentation online through CRC's website.</p>		<p>Supports THRIVE objective 2.4</p> <p>Supports THRIVE objective 3.6</p> <p>Supports THRIVE objectives 2.4 and 3.6</p>

2020-2021 OPERATIONS ASSESSMENT

Book Depot

Mission Statement:

The mission of the Crowley's Ridge College Book Depot is to provide a convenient and efficient source of books and academic material to ensure that our students grow intellectually and spiritually. While pursuing this mission, the Book Depot will work as a partner in the College community, which includes students, faculty, staff and administrators, to provide a welcoming environment and orderly space to receive and return books.

Goals:

	(Operational Goal)	Description:
1.	Book Order Policy	The Book Depot will efficiently coordinate the purchase of new books/editions.
2.	Efficient Book Issuance and Return	The Book Depot will oversee the accurate and timely issuance of books to students and ensure that the books are returned.
3.	Accurate Book Depot Records	The Book Depot will maintain accurate and organized records of all transactions.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported
Book Order Policy	Review of policy	The policy will be put into effect in August 2020 to have all purchase orders in by October 1st for the following		

		spring semester and May 1st for the following fall semester.		
Efficient Book Issuance and Return	Review of invoice and receipt.	The book return box will be purchased and placed outside for students to use by the end of the spring semester 2021.		Supports THRIVE objective 3.2 and 3.6
Accurate Bookstore Records	Review of records.	The bookstore supervisor will review the bookstore record keeping system and update the process to ensure that it is compatible with new initiatives related to off site locations and concurrent enrollment.		Supports THRIVE objective 3.2, 3.6 and 3.10

2020-2021 OPERATIONS ASSESSMENT

Admissions

Mission Statement:

The mission of the Admissions Department is to recruit and enroll students by collecting and vetting applicants in order to meet the enrollment objectives of Crowley’s Ridge College.

Goals:

	(Operational Goal)	Description:
1	Support Freshmen Enrollment	Enroll more Freshmen for the 2021 fall semester than the previous academic fall semester.
2	Support Transfer Enrollment	Enroll more Transfer students for the 2021 fall semester than the previous academic fall semester.
3	Support Non-Athlete Enrollment	Enroll more non-athlete students for the 2021 fall semester than the previous academic fall semester.
4	Support church presence	Facilitate collegiate discussions within church settings with prospective students and families.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:	Admissions			
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported
Support Freshmen Enrollment	<p>Number of enrolled Freshmen based on Registrar's 11th day report.</p> <p>Number of incoming freshmen who utilize dual enrollment transfer scholarship</p>	<p>We will enroll 66 new Freshmen for the fall 2021 semester - 20% more than Fall 2020.</p> <p>During the 2020-2021 academic year, we will secure at least five incoming freshmen to utilize dual enrollment scholarship for the upcoming 2021-2022 year.</p>		Supports THRIVE objective 2.6
Support Transfer Enrollment	Number of enrolled Transfers based on Registrar's 11th day report	We will enroll 13 new Transfer students for the fall 2021 semester - 55% more than Fall 2020		

Support Non-Athlete Enrollment	Total number of enrolled students (based on 11th day reports) compared to the rosters of all athletic teams as of the 11th day.	We will enroll 24 new Non-athlete students for the fall 2021 semester - 300% more than Fall 2020		
Support church presence	Number of admissions events hosted at specific Churches of Christ (Admissions Calendar)	During the 2020-2021 academic year, we will host at least one admissions event at a Church of Christ in Springfield, St. Louis, and Memphis.		Supports THRIVE objective 3.9

2020-2021 OPERATIONS ASSESSMENT
LEARNING CENTER

Mission Statement:

The mission of the Learning Center is to provide services to students, faculty and staff in support of their academic and career goals.

Goals:

		Operational Goal	Description:
1		Effective Operations	The Learning Center will ensure effective and efficient delivery of services.
2		Maintain Relevance	The Learning Center will strive to maintain relevance by actively pursuing new opportunities and embracing new technologies.
3		Support Academic Activities	The Academic Unit will create and implement policies and procedures that support student learning.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:				
A. Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Planned Changes Based on

				Results
Effective Operations	<p>Five questions related to operations of the library asked on the Institutional Survey</p> <p>Review of accessibility</p>	<p>At least 70% of students will respond Agree or Strongly Agree on all of the relevant questions.</p> <p>The Learning Center will create policies that support remote access to electronic and physical collections by concurrent enrollment, online and offsite students.</p>	Supports THRIVE objective 3.2 and 3.6	
Maintain Relevance	<p>Daily headcount of students using</p> <p>the library</p> <p>Newspaper</p>	<p>After business hours visits per week average of 20 (up 20%)</p> <p>The Learning Center will purchase and maintain a newspaper rack.</p>		

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	<p>Coffee Shop</p> <p>Examination of book collection</p>	<p>The Learning Center will work with the cafeteria to ensure effective operations of the coffee shop.</p> <p>The Learning Center will create a policy that ensures textbooks that are not relevant to curriculum are removed from the book collection in a timely manner.</p>	<p>Supports THRIVE objective 1.1</p>	
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Support Academic Activities	Examination of facilities	Learning center facilities will be modified to maximize the effectiveness of tutoring center activities.	Supports THRIVE objective 3.7
	Number of possible computer		Supports THRIVE objective 3.7
	workstations	Learning center facilities will be modified to increase the number of computer workstations by 50%.	Supports THRIVE objective 2.8, 3.6
	Proctored	The Learning Center will create policies and recommendations that support the proctoring of both internal and external proctored exams.	
	Exam Services		

2020-2021 OPERATIONS ASSESSMENT
ACADEMIC UNIT

Mission Statement:

The mission of the Academic Unit is to provide quality educational programs by developing resources, assessing and delivering programming, providing services and support in the areas of recruitment, retention, professional and leadership development, advising, conflict

mediation, policy development, student records, technology, and articulation. The Unit also seeks to promote service, justice, equity, diversity, and inclusion using best practices and data-driven decision-making processes.

Goals:

		Operational Goal	Description:
1		Effective Operations	The Academic Unit will ensure effective operation of its subunits.
2		Support Retention	The Academic Unit will implement policies and increase activities designed to improve retention of students.
3		Improve Student Outcomes	The Academic Unit will make data driven decisions that deliberately improve student learning outcomes in all degree programs.
4		Support Enrollment	The Academic Unit will implement policies and increase activities that ensure that academic programs and resources are appropriately matched to the needs of students.

Assessment Plan: (To be completed at the beginning of the assessment cycle.)

OPERATIONAL UNIT:				
A.Operational Goal	B. Methods of Assessment	C. Target for Each	D. Assessment Results/Data & Analysis	E. Strategic Planning Objectives Supported
Effective Operations	Effective Operations is assessed in the subunit annual assessment documents.	See the annual assessment documents for: Registrar Bookstore Learning Center		

Support Retention	<p>Number of advisors that attend professional development activities designed to improve retention.</p> <p>Number of faculty sponsored enrichment events.</p>	<p>During the 2020-2021 academic year 100% of advisors will attend one or more professional development activities designed to improve retention.</p> <p>During the 2020-2021 academic year faculty will host five or more enrichment events.</p>		<p>Supports THRIVE objective 3.1</p> <p>Supports THRIVE objective 1.2</p>
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	Number of faculty participating in tutoring center activities.	During the 2020-2021 academic year at least 70% of faculty spend one or more afternoons helping students at the tutoring center.		Supports THRIVE objective 3.7
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<p>Improve Student Outcomes</p>	<p>Number of degree programs with curriculum maps.</p> <p>Number of syllabi updated to reflect current student learning outcomes.</p> <p>Quality of online classes.</p>	<p>During the 2020-2021 academic year at least 25% of degree programs will have an associated curriculum map.</p> <p>During the 2020-2021 academic year at least 50% of syllabi will be updated to reflect current student learning outcomes and related assessments</p> <p>During the 2020-2021 academic year 50% of online classes will be taught by faculty who have completed Quality Matters Training.</p>		<p>Supports THRIVE objective 3.6</p> <p>Supports THRIVE objective 3.6</p>
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<p>Support Enrollment</p>	<p>Number of articulation agreements.</p> <p>Number of new degree program recommendations</p> <p>Number of online classes</p> <p>Number of online classes developed using the Quality Matters rubric. Number</p>	<p>During the 2020-2021 academic year articulation agreements will be signed with one or more colleges.</p> <p>During the 2020-2021 academic year the VPAA (or designee) will submit a report to the president recommending potential new degree programs.</p> <p>During the 2020-2021 academic year at least 50% of the general education core courses will be offered online.</p> <p>During the 2020-2021 academic year at least 25% of the general</p>		<p>Supports THRIVE objective 3.3</p> <p>Supports THRIVE objective 3.4</p> <p>Supports THRIVE objective 3.6</p> <p>Supports THRIVE objective 3.6</p> <p>Supports THRIVE objective 3.6</p>
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	of online degrees.	<p>education core courses will be developed as online courses using the Quality Matters rubric.</p> <p>The academic unit will receive permission from the Higher Learning Commission to offer an online associate degree.</p>		
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	<p>Number of Biblical Studies informational brochures.</p> <p>Number of Concurrent Enrollment agreements.</p>	<p>The academic unit will create an informational brochure that describes the annual activities that occur on campus that are related to the Biblical Studies Division.</p> <p>The college will sign one additional concurrent enrollment</p>		<p>Supports THRIVE objective 3.9</p> <p>Supports THRIVE objective 3.2</p>
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		agreement during the 2020 -2021 academic year.		
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X. Zero Based Budgeting

One of the recent changes implemented within the College's Direct Operations Unit is the establishment of a zero based budgeting system. As outlined in the THRIVE2025 strategic plan, the budget manager and his or her direct supervisor shall appear before the Executive Committee prior to April 21st of each year to request funds for the subsequent fiscal year's budget. The budget for the subsequent fiscal year is assumed to be zero until the requested funds are approved during the meeting of the Executive Committee. This assumption is in purposeful adherence with the principles of **zero based budgeting**.

The budget request shall contain categories (lines) with titles that are sufficiently descriptive to assist the Executive Committee in their decision making process. The Committee will vote to fund or not to fund each individual category.

The Executive Committee shall prioritize specific budget categories that directly support, as evidenced by a written argument, one or more of the following:

- A. Strategic planning goals/objectives of the college.
- B. General education student learning outcomes.
- C. Program level student learning outcomes.

The budget manager may appeal the denial of such funding requests, with the written support of the Chair of the Academic and/or Operational Assessment Committee, within seven days of the meeting of the Executive Committee. The President shall make the final determination concerning the appeal and notify, in writing, the budget manager of his or her decision.

XI. Feels Like Home

Crowley’s Ridge College maintains its focus on becoming “**Paragould’s College**” as outlined in the THRIVE2025 strategic plan and will continue to seek opportunities and resources for growth and transparency. Objectives, descriptions and timelines associated with this goal are included below:

Paragould’s College

Objective	Description	Timeline
2.1 CRC Service Days	1) CRC will establish a recurring service day during the spring semester. Students, led by their faculty advisor, will disperse into local communities to complete service projects that have been identified by community leaders. 2) During the fall semester, instead of participating in normal classroom activities, all students and staff (if possible) will participate in a CRC campus service day (painting, flowerbeds, etc) with an outdoor cookout at lunch.	Begin by spring of 2021 Begin by fall of 2021
2.2 K-12 Professional Development	We will host a minimum of two professional development seminars per summer.	Begin summer of 2021
2.3 New Certificate Programs	We will create at least one new certificate program.	Complete by fall of 2022
2.4 Dual Enrollment Associate Degree	High school students will be given the opportunity to enroll in an online associate degree.	Begin by fall of 2022
2.5 High School Exhibition Games	CRC will compete against other local colleges in one or more sports at one or more area high schools each year.	Begin by spring of 2022
2.6 Dual Enrollment Transfer Scholarship	Every student who completes a high school dual enrollment class at a high school with an established agreement will receive a \$1000 scholarship to attend CRC.	Begin by fall of 2022
2.7 ACT Prep Classes	One free ACT preparation class will be offered each year.	Begin by fall of 2023
2.8 GED Prep Classes	Become a GED testing site and offer evening GED test preparation during evening hours.	Begin by fall of 2024
2.9 Marriage Counseling	CRC will provide one free marriage counseling seminar each year.	Begin by fall of 2021