

ANNUAL INSTITUTIONAL EFFECTIVENESS REPORT

ACADEMIC YEAR 2017-2018



PROGRAM/DIVISION: Religious Studies (B.S. Degree)

NAME OF ASSESSMENT LEAD: Dr. James Maxwell

BROAD INSTITUTIONAL GOALS SUPPORTED BY PLOS

(Check all that apply)

| | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | BIG 1 - Qualitative academic program |
| <input type="checkbox"/> | BIG 2 - Competent Faculty & Staff with opportunities for development |
| <input type="checkbox"/> | BIG 3 - Enhanced Enrollment Management |
| <input type="checkbox"/> | BIG 4 - Expand and stabilize the financial resources of the college |
| <input type="checkbox"/> | BIG 5 - Fiscal Stability & Financial Management |
| <input type="checkbox"/> | BIG 6 - Physical Plant/Grounds – Ensure adequacy & quality |
| <input type="checkbox"/> | BIG 7 - Public service & Visibility |
| <input type="checkbox"/> | BIG 8 - Student Access via Financial Aid |
| <input type="checkbox"/> | BIG 9 - Academic support Services/Research |
| <input type="checkbox"/> | BIG 10 Governance |

INST'L STUDENT LEARNING OUTCOMES SUPPORTED BY PLOS

(Check all that apply)



| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | ILO- 1 Communication |
| <input checked="" type="checkbox"/> | ILO-2 Critical Thinking |
| <input type="checkbox"/> | ILO-3 Information & Technology Literacy |
| <input checked="" type="checkbox"/> | ILO-4 Global Awareness & Cultural |
| <input type="checkbox"/> | ILO-5 Quantitative Literacy |
| <input type="checkbox"/> | ILO-6 Scientific Literacy |
| <input checked="" type="checkbox"/> | ILO-7 Personal Responsibility & Development |
| <input checked="" type="checkbox"/> | ILO-8 Spiritual Insights & Values |

PROGRAM/DIVISION MISSION STATEMENT:

Man is a dual being comprised of an “outward man “and an “inner man.” The Religious Studies Division of Southwestern Christian College aims to provide the necessary strength for the “inner man” that he may grow in grace and in the knowledge of his creator. It is also the aim of this division to give the proper religious education foundation to the future leaders, ministers and teachers of the Church.

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PROGRAM LEVEL GOALS MAPPED TO STUDENT LEARNING OUTCOMES & CURRICULUM

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| <p>Program Level Student Learning Outcomes (s)</p>  | <p>PLO1 Graduates will demonstrate the ability to exegete and Interpret scriptures by appraising unified content of the old and New Testament.</p> | <p>PLO2 Graduates will demonstrate the ability to critique today's cultures and world views through Biblical lenses.</p> | <p>PLO3 Graduates will employ various methods of delivering and defending Biblical truth.</p> | <p>PLO4 Graduates will demonstrate the ability to describe how God has worked in history and discuss key figures and movements.</p> | <p>PLO5 Graduates will recognize and apply the Bible's authority and its message to the life of the individual and to the global context.</p> |
| <p>Courses Within the Religious & Biblical Studies' Curriculum</p>  | | | | | |

| | | | | | |
|--------------------------------------|----------|-----------|------------|----------|----------|
| BIB 121 Old Testament Survey | I | I | | I | I |
| BIB 122 New Testament Survey | R | R | | | I |
| BIB 136 Practical Ministry | | | | | R |
| BIB 213 Special Topics Seminar | | R | | | M |
| BIB 221 Life and Teachings of Christ | R | R | | | R |
| BIB 222 Prison & Pastoral Epistles | R | R | | | R |
| BIB 223 Argumentation & Debate | M | ,R | | | |
| BIB 233 Acts | R | | | | R |
| BIB 234 Survey of Religions | R | R | | | R |
| BIB 235 The Pentateuch | R | | | | I |
| BIB 236 Survey of Church History | | | | R | |
| BIB 237 Galatians | R | | | | I |
| BIB 238 Cultural Anthropology | | | | I | R |
| BIB 239 Homiletics | R | | I,R | R | R |
| BIB 313 Special Topics | | | | R | |

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|--|----------|------------|----------|--------------|------------|
| BIB 324 Survey of Religions | | R | | R | I |
| BIB 327 Hebrews | R | | | R | |
| BIB 329 Introduction to Hermeneutics | R | | | R | M |
| BIB 330 Christian Ethics | R | I,R | | R | |
| BIB 331 New Testament Church | R | | | R | |
| BIB 332 Christian Evidences | R | I | R | R | R |
| BIB 333 Major Doctrines of the Bible | R | | | R | R,M |
| BIB 334 Techniques of Counseling | | | | R | |
| BIB 335 Denominational Doctrines | R | I | | R | |
| BIB 336 General Epistles | R | | | | R |
| BIB 337 Writings of John | R | | | | R |
| BIB 338 Romans | R | | | | R |
| BIB 339 Corinthians | R | | | | R |
| BIB 410 Internship I | | | | | R |
| BIB 411 Internship II | | | | | R |
| BIB 413 Special Topics Seminar | | | | | |
| BIB 424 History of Black Religion in America | | R | | I,R,M | |
| BIB 430 Revelation | R | | | | R |
| BIB 432 Major Prophets | R | | | | R |
| BIB 434 Personal Evangelism | R | | | M | |
| BIB 435 The Reformation | | | | M | |
| BIB 436 The Restoration | | | | | M |
| BIB 437 Luke | R | | | | R |
| REL 123 Introduction to Religious Education | R | | | | R |
| REL 124 Survey of Church Music | | R | R | | |
| REL 125 Educational Programs of the Church | | R | | | M |
| REL 221 Christian womanhood | | | | R | |
| REL 222 Missionary Women | | | | R | |

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|---|----------|--|--|----------|----------|
| REL 231 Marriage & Family | | | | | M |
| REL 234 Principles of Teaching | | | | | R |
| REL 325 Principles of Curriculum | | | | | M |
| REL 326 Survey of Youth Education | | | | M | |
| REL 327 Survey of Adult Education | | | | M | |
| REL 328 Media Resources | I | | | | |
| REL 421 Supervision & Administration in Religious Education | | | | | R |
| GRK 141 Introduction to New Testament Greek | R | | | | |
| GRK 142 Introduction to New Testament Greek | R | | | | |
| GRK 231 Intermediate New Testament Greek | R | | | | |
| GRK 232 Intermediate New Testament Greek | | | | | |

I=Introduced, R=Reinforced (Applied), M=Mastery (Assessed)


Program Level Student Learning Outcomes Mapped to Assessment Measures, Criteria for success, Findings, Use of Results (Action Plan)

| Program Level Learning Outcome | Methodology of Assessment | Criteria for Success | Assessment Results | Use of Results to Improve Outcomes (Action Plan) |
|--|---|--|--|---|
| <p style="text-align: center;">PLO1</p> <p>Graduates will demonstrate the ability to exegete and Interpret scriptures by appraising unified content of the old and New Testament.</p> | <p>1. Direct Measure: Program Comprehensive Exam (10 Constructed Response Question designed collaboratively by program faculty spanning the Religious Studies required curriculum.) DoK 1-5</p> | <p>(80%) of examinees will score 2 or better on a 3 point scale. (rubric attached) Q4 & Q7 Specifically.</p> | <p><u>Expectations Met.</u> N = 3. 100% of Examinees scored 2 or better on 3 point Scale. The average holistic score on the exit exam was 2.43 as compared with 2.09 for 2016-17 AY. MAX 2.60 MIN 2.30</p> | <p>Based upon assessment results, the Religious Studies Program has implemented the following changes and modifications. 1. Faculty teaching 1st & 2nd year required BIB courses and BIB 329 has</p> |

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| | <p>Two scores will be studied: 1) Holistic Score 2) Q4 & Q7 The rubric assesses 3 Primary Traits: 1) Comprehension & Breadth; 2) Accuracy & Depth; 3) Logic & Organization.</p> | | <p>Two examinees received a score of “1” on each Q7 element. (2016-17) One examinee received a perfect score on Q7. The average score on Q4 was 2.44 <u>Strength:</u> Logic/Organization <u>Weakness:</u> Completeness/Breadth Responses were brief and revealed a narrow level of knowledge of the topic. Students can benefit from a more rigorous methodological approach to exegesis of the canon.</p> | <p>embedded into their courses more individual and group activities in which students are required to “ask and answer” questions about the historical, literary, and theological aspects of the text studied. 2. The Discussion Forum have been incorporated into each Religious Studies course and topic using the functionality of the “newly” implemented Learning Management System, Schoology.  This modification in course design provides ongoing discussion opportunities for student engagement with peers and faculty 3. The use of an Exegesis Assignment guide/template has been developed to help students focus on a Step by Step exegesis methodology.</p> |
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| BIB PLO2 | <u>Methodology of Assessment</u> | <u>Criteria for Success</u> | <u>Assessment Results</u> | <u>Use of Results</u> | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|------------------------------|----------|----------|----------|-----------|--------------|------------|------------|------------|------------|----------|-----|-----|-----|-----|----------|-----|-----|-----|-----|---------|-----|-----|-----|-----|--|
| <p>Graduates will demonstrate the ability to critique today's cultures and world views through Biblical lenses</p> | <p>Direct Measure: Department Comprehensive Exit Exam Locally prepared by Division Faculty. Ten Constructed Response Questions. DoK 1-5 Questions: 1,4,7,10 Scored with 3 Primary Trait Rubric: 1) Completeness/Breadth; 2) Accuracy & Depth; and 3) Logic & Organization</p> | <p>75% of Examinees will score 2 or better on a 3 point Proficiency Scale. Q1, Q4, Q7, Q10</p> | <p>Expectation Met. All Religious Studies Graduates were assessed.</p> <p>100% of examinees scored 2.0 or higher on Q1, Q4, Q7. However, only 66.6% scored 2 or better on Q10. The average Holistic Score was 2.10</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 2px;">Traits</th> <th style="padding: 2px;"><u>1</u></th> <th style="padding: 2px;"><u>4</u></th> <th style="padding: 2px;"><u>7</u></th> <th style="padding: 2px;"><u>10</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Completeness</td> <td style="padding: 2px;"><u>2.0</u></td> <td style="padding: 2px;"><u>2.0</u></td> <td style="padding: 2px;"><u>2.6</u></td> <td style="padding: 2px;"><u>1.6</u></td> </tr> <tr> <td style="padding: 2px;">Accuracy</td> <td style="padding: 2px;">2.3</td> <td style="padding: 2px;">2.3</td> <td style="padding: 2px;">2.3</td> <td style="padding: 2px;">1.6</td> </tr> <tr> <td style="padding: 2px;">Logic2.3</td> <td style="padding: 2px;">2.3</td> <td style="padding: 2px;">2.3</td> <td style="padding: 2px;">2.3</td> <td style="padding: 2px;">1.6</td> </tr> <tr> <td style="padding: 2px;">Average</td> <td style="padding: 2px;">2.2</td> <td style="padding: 2px;">2.2</td> <td style="padding: 2px;">2.4</td> <td style="padding: 2px;">1.6</td> </tr> </tbody> </table> | Traits | <u>1</u> | <u>4</u> | <u>7</u> | <u>10</u> | Completeness | <u>2.0</u> | <u>2.0</u> | <u>2.6</u> | <u>1.6</u> | Accuracy | 2.3 | 2.3 | 2.3 | 1.6 | Logic2.3 | 2.3 | 2.3 | 2.3 | 1.6 | Average | 2.2 | 2.2 | 2.4 | 1.6 | <p>Based upon assessment findings:</p> <ol style="list-style-type: none"> 1. Faculty has increased student engagement in the learning process by making pedagogical changes in ways in which instruction is delivered. More active learning strategies; such as Minute Papers, Roundtable, Think-Pair-Share are being used. Faculty Development In Service Trainings are scheduled for the Fall & Spring 2018-19 2. Academic Support thru the Student Affairs Office is also now collaborating more effectively with faculty, advisors, and staff via the communications functionality of the Schoology and Populi  platforms. 3. The Department has added a new adjunct professor to teach 3 |
| Traits | <u>1</u> | <u>4</u> | <u>7</u> | <u>10</u> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Completeness | <u>2.0</u> | <u>2.0</u> | <u>2.6</u> | <u>1.6</u> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accuracy | 2.3 | 2.3 | 2.3 | 1.6 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Logic2.3 | 2.3 | 2.3 | 2.3 | 1.6 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Average | 2.2 | 2.2 | 2.4 | 1.6 | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | | <p>Courses to enhance the Religious Studies curriculum. They are: BIB234, Survey of Religions; BIB330, Christian Ethics; & BIB438, Black Religions in America. (This addition was largely in response to an expressed need of a focus group of Bible Division current students and alumni.)</p> |
| <p>PLO3 Graduates will employ various methods of delivering and defending Biblical truth</p> | <p><u>Methodology of Assessment</u> <u>Indirect Method</u> Internship Assessment Class 2018 (3 Graduates) Religious Studies Graduates are required to have two six-week internships with local churches during which time they speak/preach/teach to varied audiences and perform varied practical ministry activities to prepare them for the work of the ministry. Interns are observed and mentored by the sponsoring group. Assessment reports are submitted to the V.P. of Academic Affairs &</p> | <p><u>Criteria for Success</u> Graduates will score strong or outstanding on 8 of the 10 sermon evaluation categories. The categories are: 1) Personal Qualities 2) Biblical Knowledge 3) Ability to stay with lesson 4) Body Movement 5) Time Consciousness 6) Voice Qualities 7) Communication with audience 8) Use of Humor/Illustration 9) Content</p> | <p><u>Assessment Results</u> Expectation Met. All three (3) graduates of the Religious Studies program scored “strong” or “outstanding” on all ten categories. Antidotal comments from evaluator: <i>“_____ is well prepared for every lesson he teaches/preaches. He is thoughtful with preparation and considers the spiritual needs of his audience. Most impressive for a young preacher in his intonation and poise. Solid minister.”</i></p> | <p><u>Use of Results</u> Based upon assessment results: 1. The RS division will continue to find varied venues to provide opportunities for ministerial students to develop and enhance their skills. 2. The RS division will explore the best way to respond to a intern member’s recommendation to add an</p> |

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| | <p>Religious Studies Division Chair upon completion. Graduates' sermon delivery and teaching skills will be assessed by the designated sponsoring mentor according to a program designed evaluation sheet with 10 categories.</p> | <p>10) Organization of Material</p> | | <p>Administrative component to the Program; i.e. Budgeting, Business Writing, Contract negotiating, etc.) At least one module will be added to the Special Topics class for the 2018-19 AY</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|---|-------|-------|-------|-------|------|-----|-----|----|-----|------|-----|-----|------|------|------|-----|-----|------|----|------|-----|-----|------|----|------|-----|-----|-----|-----|---|
| <p>PLO4 Graduates will demonstrate the ability to describe how God has worked in history and discuss key figures and movements</p> | <p><u>Methodology of Assessment</u> 1. Direct Measure Locally prepared exam Fall, 2017, BIB 222 Selected Response 25 Questions The Exam assessed proficiency in Course Level SLOs aligned with PLO4 DoK 1-3</p> | <p><u>Criteria for Success</u> 75% of examinees will score 75% or greater.</p> | <p><u>Assessment Results</u> Target Not Met – N = 4 Max Score – 84% Min Score 28% Aver Score 66%</p> <table border="1" data-bbox="1234 889 1675 1136"> <thead> <tr> <th></th> <th>SLO 1</th> <th>SLO 2</th> <th>SLO 4</th> <th>SLO 6</th> </tr> </thead> <tbody> <tr> <td>Stu1</td> <td>57%</td> <td>87%</td> <td>0%</td> <td>50%</td> </tr> <tr> <td>Stu2</td> <td>57%</td> <td>94%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Stu3</td> <td>71%</td> <td>81%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Stu4</td> <td>14%</td> <td>38%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Aver</td> <td>50%</td> <td>75%</td> <td>75%</td> <td>50%</td> </tr> </tbody> </table> <p>However, Analysis of SLOs independently was more telling. Giving more attention to average scores will often mask deficiencies that should be addressed.</p> | | SLO 1 | SLO 2 | SLO 4 | SLO 6 | Stu1 | 57% | 87% | 0% | 50% | Stu2 | 57% | 94% | 100% | 100% | Stu3 | 71% | 81% | 100% | 0% | Stu4 | 14% | 38% | 100% | 0% | Aver | 50% | 75% | 75% | 50% | <p><u>Used of Results</u> Baaed upon assessment findings:</p> <ol style="list-style-type: none"> 1. Faculty has designed supplemental instructional and practice activities around deficiencies as shown by SLO analysis. Students are also referred to the Center for Student Success with follow-up. 2. Faculty will encourage regular class attendance by incentivizing in-class group activity with participation points. |
| | SLO 1 | SLO 2 | SLO 4 | SLO 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stu1 | 57% | 87% | 0% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stu2 | 57% | 94% | 100% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stu3 | 71% | 81% | 100% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stu4 | 14% | 38% | 100% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Aver | 50% | 75% | 75% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p style="text-align: center;"><u>Methodology of Assessment</u></p> <p>2. Direct Measure Locally prepared exam in BiB 222, S2018 25 questions (Selected Response) – Similar test as administered in the Fall Semester.</p> | <p style="text-align: center;"><u>Criteria for Success</u></p> <p>75% of students will average 70% or greater.</p> | <p style="text-align: center;"><u>Results of Assessment</u></p> <p>Target Met. N=27 Average: 74.6% There was improvement in proficiency over Fall term. MAX – 90% MIN 55% Aver 74.6%</p> | <p>3. Faculty encourages students to use free educational technology tools on the internet; i.e StudyMate, Quizlet , Calendar/Organizers (Some of these tools are a part of Schoology)</p> <p>4. Faculty are encouraged to join free Teaching/Learning Communities to access and share ideas.</p> <p style="text-align: center;"><u>Use of Results</u></p> <p>Based upon Assessment results:</p> <ol style="list-style-type: none"> 1. The smallest incremental increases are applauded. 2. It is repeatedly confirmed that students who are unable to demonstrate acceptable achievement do not attend classes regularly. 3. The division will continue to develop capacity thru faculty development opportunities. |
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| PLO5 | <u>Methodology of Assessment</u> | <u>Criteria for Success</u> | <u>Results of Assessment</u> | <u>Use of Results</u> |
|---|---|--|--|---|
| <p>Graduates will recognize and apply the Bible's authority and its message to the life of the individual and to the global context</p> | <p>Direct Measure Religious Studies Writing Assessment Project Embedded Writing Assignment in courses across the Religious Studies curriculum. Student term papers on an approved topic were scored by a common division writing rubric aligned with PLO5 and in support of the QEP. Three of the Division faculty met in two sessions to score the papers. Each student writing was evaluated by each of the three professors. Thru clarification of rubric traits, the professors reached consensus on student scoring. This was SwCC's 1st effort at inter-rater reliability.</p> | <p>75% of students submitting writing samples will demonstrate proficiency by scoring 3 on a 4 point rubric scale.</p> | <p>Target Met. 80% of students artifacts scored 3 or higher on a 4 point scale. Strengths demonstrated were: Topic Focus Depth of Discussion Grammar, Mechanics Sources/Citations Weaknesses Identified: Cohesiveness Applications</p> | <p>Based upon assessment results.</p> <ol style="list-style-type: none"> 1. All faculty is encouraged to engage students in a thorough examination of each primary trait of the writing rubric used for each of their classes. 2. Students will be encouraged to use the resources of the library and the Center for Student Success to measure their papers against the standards of the rubric before submitting. |

INITIATIVES FOR NEXT CYCLE WITH BUDGETARY IMPLICATIONS

All changes and modifications can be appropriated within the current budget parameters. Some line items may require shuffling based upon revenues and priorities.

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FOLLOWUP REPORT ON PREVIOUS CYCLE ACTION PLAN

| Prior Period Learning Outcomes | Select Actions taken based on Prior Year Results (Select all that apply) | | | | Describe Actions Taken Based upon Prior Year Results |
|---|---|--|---|--|---|
| <p>Prior period carry over issues had to do with:</p> <ul style="list-style-type: none"> • Schoology Training (Supplemental Instruction) • Revisiting Online Program | <p>Curriculum Change <input checked="" type="checkbox"/></p> <p>Course Revision <input checked="" type="checkbox"/></p> <p>Pedagogical Change <input checked="" type="checkbox"/></p> <p>Stakeholders Feedback <input checked="" type="checkbox"/></p> <p>Co-curricular Opportunities <input type="checkbox"/></p> <p>Academic Support/Advising <input checked="" type="checkbox"/></p> | <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> | <p>Assessment Methods <input checked="" type="checkbox"/></p> <p>Financial Resources <input checked="" type="checkbox"/></p> <p>Services Change <input type="checkbox"/></p> <p>General Resources <input checked="" type="checkbox"/></p> <p>Human Resources <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> | <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> | <ul style="list-style-type: none"> • Evans, Maxwell, & Foster Scholarship was funded with \$31,000 that will help recruitment efforts to rebuild • New adjunct professor hired • 3 new classes • New LMS (Schoology) • New Student Management System (Populi) • Enhanced Rubrics for Assessment developed • Syllabi revised for greater “transparency” Include Course Outline with SLOs • Restructured Center for Student Success with New Hire as Director |

EXECUTIVE SUMMARY

STUDENT SATISFACTION SURVEY

Program Operational Outcome: 85% of Graduates/Completers will express satisfaction with the faculty, classes, instruction, program and services of the Religious Studies Division.

All students in all Religious Studies classes were asked the following question at the end of each class:

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| | 1 | 2 | 4 | |

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1. Student learning activities in this class were clearly aligned with expected student learning outcomes listed in the class syllabus that you received at the beginning of the class.
2. Course exams or other assessment activities covered the subject matter content covered in assigned reading, class lectures, or other teaching/learning activities.
3. This class has prepared me for upper level classes in this discipline or with transferable knowledge, skills, or behaviors for the world of work.

They were instructed to answer: 1) Strongly Agree 2) Agree 3)Strongly Dis Agree 4) Dis Agree 5) No Opinion

Findings: 86.5% of all respondents responded **Strongly Agree or Agree**

SUPPORTIVE DOCUMENTATION

Comprehensive Exam Assessment

Bible Department Focus Report