Christian Ministries (BA)

📋 Program-80

Annual Assessment Plan

1

2   **4.1 A - Foundational content**

Understand the foundational content of Biblical and Religious Studies: a. Know the basic contents and major themes of the Old and New Testaments b. Recognize the historical backgrounds and contexts of the biblical writings c. Recognize historical development of Christian doctrine, practice, and theological reflection

Outcome(s)

1   Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2   Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3   **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.
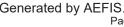
Measures	Targets	Timeline
BIBL 202, THEO 487: Standardized exams (early career, late career)	80 percent of senior students will score 75 percent or higher on the entrance exam	Annually

4   **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

BIBL 202: Target not met. 0 percent (0/7) scored 75% or higher (all scored in below basic range).
THEO 487 not collected/scheduled for 21-22

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> BIBL 202: evaluate whether target is appropriate or whether expectation for entrance exam should be lower. (is score or percent achieving the target realistic?
>
> This is our entrance exam, and we anticipate students will score below basic. We use this for comparison purposes; senior students take the same exam. Target has been edited to reflect that seniors will be used for assessment.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Future senior seminar courses will include a course objective addressing the entrance/exit exam.
>
> Done.

3 **4.3 A - Academic skills necessary**

Develop academic skills necessary for interpreting and applying the biblical text

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
BIBL 202: Objective test questions	Class will score 80 percent or higher	Annually (Fall 2021)
BIBL 233/237: Text analyses	80% of student achieve 80 percent or higher on the assignments	Annually (BIBL 233 Fall 2021, BIBL 237 Spring)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> BIBL 202: Target met. 100 percent of majors (7/7) scored 80 percent or higher.
> BIBL 233: Exams 1 and 2 were linked because there were no analysis papers. The exams assessed biblical knowledge and basic interpretation of biblical text. Target not met; 4/6 (66 percent) of majors scored 80 percent or higher on the exams.
> BIBL 237: Final paper/project and paper/project presentation were linked. Target met; 100 percent (5/5) scored 80 or above on the assignments. 2 in proficient range, 3 advanced.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

BIBL 202: consider selecting a better aligned measure for evaluating students' ability to analyze/interpret (objective tests are not usually used to measure these higher level skills)
BIBL 233: exams were used as measure, but exams would better evaluate PLO 4.1a on foundational biblical knowledge. Consider using written analysis as intended measure prescribes the next time the course is offered.
BIBL 239 will take the place of BIBL 233 and 237 in new curricula: 239 will include analysis paper for PLO assessment.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Specific course objectives for BIBL 239 and the 300-level course that all future majors will take, to ensure properly scaffolded biblical studies training. *NEED TO RESPOND TO THIS PRIOR YEAR ACTION PLAN

BIBL 239 course objectives include assessment paper and will be used in spring 2023.

4 **4.1 B - Basic theologies**
Describe basic theologies and practices of Christian spirituality

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
CHRM 242: self-reflection (4 week spiritual disciplines project appeared to be closest match to the objective)	80% of students will score 80 percent or higher on the assignment	every offering (fall 2021)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> CHRM 242: target met. 100 percent (7/7) scored 80 percent or higher on the assignment. Please note that final paper was previously listed as a measure but did not exist in the course.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Need to add measures from a variety of courses for this objective.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Course will be assessed in 21-22. Action plan accomplished, course was assessed but additional measures should be added from this and other courses aligned with the program learning objective.

5 **4.3 D - Competencies for ministry**

Develop competencies for ministry through practical ministry experience • Complete a 150-hour practicum experience in an approved ministry setting (CHRM 391) • Reflect on one's practicum experience in light of theories of ministry (CHRM 391) • Evaluate one's gifts, strengths, and limitations with respect to a particular ministry experience (CHRM 391)

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
CHRM 391 (Congregational, Youth): ELI student objectives, Book Review, ELI Deliverable (ePortfolio)	80% of students will score 85 or higher on rubric categories (reflection, evaluation, engagement)	spring 2022
CHRM 393 (Cross-cultural): ELI Deliverable	80% of students will score 85 or higher on rubric categories (reflection, evaluation, engagement)	Every third year

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> CHRM 391: Final SMART goals and Final e-portfolio website were linked. Target met; 80 percent (4 out of 5) majors achieved 85 or higher on the assignments.
> CHRM 393 data was not collected.

5 **Action Plans -** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> CHRM 393 no longer offered; PLO will be revised to reflect new curricula.

6 **Closing the Loop -** If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> N/A

6 **4.4 - Employment**
Discover employment, voluntary service, and/or graduate opportunities in their chosen discipline

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Fitness for ministry portfolio	90% of students will score 3 out of 4 on completed portfolios	Every third year
CHRM 493 assignment 1 vocation	80 percent of students will score 80 or higher on the assignment	fall 2021

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

CHRM 493 assignment 1 *appears* to be the vocation assignment, but Canvas site and syllabus lacks detail. Target met; 8/8 (100 percent) scored 80 or above on the assignment.

5

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Need to more clearly identify vocation assignment in CHRM 493 Canvas site and syllabus. Need to identify where scores for Fitness for Ministry assessment are being stored and report them for assessment. As a key measure, annual assessment and analysis is recommended.
>
> If we cannot get the Fitness for Ministry program connected to the curriculum, we should consider linking it via sr. seminar (if the non-CHRM majors have a parallel assignment).

(6) **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

7 **4.5 - Faith**

Articulate the connections between Christian faith commitments and the academic study of faith and/or ministry.

Outcome(s)

(1) Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

(2) Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

(3) **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
CHRM 493: Creed and annotated bibliography (assignment 5)	80% of students will have achieve 80 percent or higher on the assignment	Every other year (fall 2021)

④ **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> CHRM 493: target met. 8/8 scored 80 percent or higher on the assignment. Two scored proficient, six scored advanced.

⑤ **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Need to add additional measures for this objective in 22-23 academic year.

⑥ **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

8 **4.1 C - Practical foundation**

Develop a theological and practical foundation for the ministry/mission

Outcome(s)

① Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
CHRM 210 (Youth, Congregational): Final Exam	80 percent of students will score 85% or higher on final exam	Every other year (spring 2022)
CHRM 210 (Youth, Congregational): Pastoral Prole	80 percent will score 85 or higher on the assignment	Every other year (spring 2022)
CHRM 220 (Cross-cultural): Synthesis project	80% will score 80 or higher on synthesis project rubric	Every other year

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> CHRM 210: Final exam and Pastoral Profile were linked. 100 percent (8/8) scored 85 or higher on the assignments.
> CHRM did not run in 21-22.

5

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> This will be changed per the revised PLOs and new curricula.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

9 **4.2 - Proficient writing**

Demonstrate proficient writing for Christian Ministries

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
THEO 238: Theological Belief paper	80% will score 80 or higher on the assignment	Spring 2022

Measures	Targets	Timeline
THEO 239: Thesis-driven research paper	80 percent will score 80 or higher on the assignment	every 3 years
CHRM 493: Seminar paper (Creed and annotated bibliography)*In fall 2021 assignment title was assignment 5	80% will score 80 percent or higher in writing skills, research methods, citations	Fall 2021

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> CHRM 493 Credo paper (paper #5 in Canvas): Target met. 8/8 (100 percent) scored 80 percent or higher on the assignment.
> THEO 238 Theological belief paper: Target met; 8/8 majors scored 80 or higher on the assignment.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> CHRM 493 and THEO 238: Need to enter subscore for writing proficiency vs. content score in Canvas for better alignment with the different PLOs.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> Revise assignment linkage for early-career writing. NEED TO RESPOND TO THIS PRIOR YEAR ACTION PLAN.

In process: new curriculum removed THEO 239, revised PLOs will be linked to scaffolded assignments in 22-23.

10 **4.3 C - Teaching in ministry**

Demonstrate competency in teaching in ministry

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
CHRM 338: Curriculum Lesson preparation and delivery (3 lesson curriculum and teaching observation assignments in Canvas)	80% of students will score 80 or higher on the assignments	Every other year (spring 2022)

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> CHRM 338: 3 lesson preparation and teaching observation were linked. Target met; 8/9 (88 percent) scored 80 or higher on the assignments.

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Consider editing curriculum mapping so that PLO is aligned to specific CLOs, enabling scores to be collected and reported separately. Chair will consult with Kate if questions arise.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

11 **4.3 B - Theological arguments**

Develop skills for constructing and evaluating theological arguments

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
THEO 239: Atonement and Ecclesiology paper	80% of students will score 80% or higher on rubric (assesses argument, theological sophistication)	Bi-annually

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
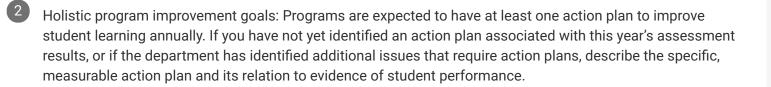
Not collected in 21-22

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

2 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Need to revise assessment plan and AEFIS curriculum mapping in EARLY fall 2022 in light of recent curricular changes.

Assessment Rubric

1

Process

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	○ Assessment plan is not implemented.	◉ Most aspects of plan are being implemented or all aspects are implemented to some degree.	○ Assessment plan is fully implemented.	○ Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:

PLOs were revised in 21-22 but linkages were not completed.

3

Engagement

	1	2	3	4

	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	○ Limited involvement beyond chair/director	● All educators contributing to the curriculum are aware of process and results	○ All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	○ All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

④ Explanations:

> Faculty participated in department-wide PLO revision.

⑤

Program Learning Objectives

	1	2	3	4

	1	2	3	4
Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	○ PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	◉ PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	○ PLOs are clear, measureable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations	○ PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.

6 Explanations:

> Revised PLOs will improve ULO connection, assignment linking, and curriculum mapping during 22-23.

7

Measures

	1	2	3	4

	1	2	3	4
	◉	○	○	○
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).	Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).

8 Explanations:

> Linkages in process with revised PLOs and new curricula.

9

Targets

	1	2	3	4

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	○ Some targets are missing.	◉ Targets are arbitrarily chosen or reflect minimal expectations.	○ Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	○ Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.

10 Explanations:

> Continued revision during 22-23

11

Timeline

	1	2	3	4

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	⦿ Not identified clearly for all measures.	○ Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	○ Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	○ Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

12 Explanations:

> Continued revision during 22-23

13

Action Plan

	1	2	3	4

	1	2	3	4
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	◉ Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	○ Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	○ Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.	○ Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.

14 Explanations:

Continued revisions during 22-23

15

Dissemination

	1	2	3	4

	1	2	3	4
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	○ No record of assessment results and changes made as a result of assessment findings.	⦿ The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	○ The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	○ The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.

16 Explanations:

> PLO revision included discussion of past assessment data and weaknesses in plan/mapping.

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

> For the 202 exam it doesn't seem to me that you are really assessing learning, you are setting a baseline. That's fine, but I don't think it means you aren't hitting your target since the target would be relying on learning students do before they get to your course and curriculum. I'd check with Kate about whether there is a way to store things in AEFIS that set the baseline for what you want to

assess later--i.e. this is not really a measure of student learning, but it is important data to have available.

There should be ways of having data from fitness for ministry in aefis even if it is not linked directly. Consult with Kate about how this data can be stored and processed.

There's obviously still some work to do in refining the plans for the new curriculum. Let me encourage you to not get bogged down in thinking everything has to be perfect in the plan before you can do meaningful assessment. Keep working at both together.

CLOSE AND EXIT