

Cornerstone University Annual Assessment Report

2009-10



Mishqelet Assessment Project

Traditional Age Undergraduate

Professional & Graduate Studies

Grand Rapids Theological Seminary

Asia Baptist Theological Seminary

Objectives of Assessment

1. To clearly articulate a set of curricular and co-curricular learning objectives to inform a student's
 - knowledge level of a given content area
 - skill level as appropriately defined
 - spiritual formation leading to a set of values
 - critical thinking
2. To develop a well-defined strategy to achieve those objectives, including identifying and monitoring
 - trends in student profiles
 - trends in student learning
 - the instruments and methods used in assessing student learning
 - alumni activities and perceptions
3. To offer verifiable evidence of the achievement of those goals by
 - the use of direct methods of assessment
 - the use of indirect methods of assessment
4. To provide a means of accountability to insure systematic assessment
 - through appropriate organizational accountability processes
 - through meeting the guidelines of the Higher Learning Commission and various external accrediting organizations
 - through the maturation of a campus ethos of assessment
5. To gather, interpret, and use widely across all units of the campus community the evidence of assessment in the institutional decision-making processes of
 - instruction
 - program improvement
 - strategic planning
 - resource allocation
6. To provide yearly and other regular reports to the campus community

Cornerstone University Annual Assessment Report 2009-10

In these pages, you will find an update of our work of assessing the student learning taking place on the campus during the 2009-10 school year. The Office of Assessment has chosen Eagle Assessment Award winners for this year and their exemplary work is included along with a sample of best practices to provide you a sense of what has occurred during the past year and also to prompt your thinking of how you might become a more active partner in the university's assessment project.

Assessment need not be complicated. It is good to be reminded that, in short, assessment incorporates three basic steps:

1. Articulate your goals for student learning
2. Gather evidence about how well students are meeting the goals
3. Use the information for improvement (Barbara Walvoord, *Assessment Clear and Simple*, p. 3)

Completing this full cycle of assessment in all areas is our goal.

Walvoord explains, "Good information in the right hands is potentially the best lever for change. If assessment is done properly, it can provide a basis for wiser planning, budgeting, and student support, rather than wasting resources on the latest educational fad or on vague notions about what might be effective" (p. 6). Please join us as we work to advance the Mishqelet Assessment Project.

Tammy Looman
Director of Assessment



Celebrating Campus Achievement

The Office of Assessment is pleased to announce two recipients of the **Eagle Assessment Award** for 2009-10. This award is presented to an individual or to a division who has modeled exemplary assessment practices for the campus community.



Please join the Office of Assessment in congratulating

- **Dr. Kerisa Myers and the Division of Teacher Education for their division assessment report, and**
- **Dr. Brenda King for her course assessment report for SOC 111**

The Eagle Assessment Award was presented to Dr. Kerisa Myers and the Division of Teacher Education for the following reasons:

- Completing, with due diligence, a comprehensive program evaluation in response to both outside accrediting requirements and internal division goals and objectives.
- Exhibiting self directed, division-wide assessment efforts, and ownership
- Displaying divisional attitudes that enhance the campus ethos of assessment

The Eagle Assessment Award was presented to Brenda King for completing a full cycle of course assessment which includes

- Identified objectives that are assessable
- A clear assessment plan
- Changes made based on assessment data
- Evaluation of course effectiveness for student learning

Both of these reports are included in this booklet under Best Practices.

The Eagle Assessment Award was created to recognize divisions and individuals who are working diligently in the area of assessment. Every division is working through a variety of assessment issues and this award recognizes those people who are making unique or outstanding contributions to the campus assessment effort and in so doing are leading by showing excellence.

2009-10

Assessment – A Year in Review

In looking at the “next steps” section from the 2008-09 Annual Assessment Report, the following steps helped guide the campus community during the past academic year:

1. All divisions (not simply academic divisions) must finalize divisional mission statements and objectives that are in line with the new Cornerstone University mission statement. This will give programs and courses both a standard to follow and a structure to uphold. (most divisions have complete this step)
2. Assessment data must be gathered and used in decision-making in all areas of the University. (in process)
3. A faculty development program must continue to be developed and progressively implemented. (steady improvement being made)
4. The campus community must hold each other accountable for the work of assessment as the motivating factors becomes more about internal quality and less about external HLC oversight. (steady improvement in the campus ethos of assessment)

Summary – We continue to experience significant change in our campus community, and the challenge is to work through these changes and focus on energizing our assessment practices. Toward this goal, attitudes regarding the importance of campus-wide assessment have improved across divisions this year. In addition, the University Assessment Committee has been meeting regularly, “champions of assessment” have been identified in many divisions, and a half-time Director of Assessment was hired. Further, six assessment committees with over 50 campus personnel have been involved in preparations for our 2011 visit by the Higher Learning Commission.

As we move forward, we anticipate continued commitment to assessment by each division which will affect student learning and academic programs.

Best Practices

Best Practice – Division Assessment Report

Division of Teacher Education 2009-10 ANNUAL ASSESSMENT SUMMARY

OVERVIEW

The Division of Teacher Education was led by Kerisa Myers who served as Interim Department Chair. The department was comprised of 5 full-time faculty members; 2 part-time faculty members; and 11 adjuncts (3 serve as instructors, 5 serve as university supervisors and 3 serve in both areas).

ACHIEVEMENTS

- TEAC Certification

Progress: During the August workday, claims for Quality Principle 1, Evidence of Student Learning, were drafted in the areas of subject matter, pedagogical knowledge, and caring and effective teaching skills. These claims were further revised by TE faculty at the February TEAC Workshop Conference held at Hope College. In addition, preliminary work was conducted on the following areas that will be a part of the *Inquiry Brief Report*: appendices and Internal Audit schemata. Teacher Education Faculty also participated in a work week May 17-20 further refining the claims, appendices and Internal Audit.

Goals: Goals for this year were met. Target to conduct the Internal Audit on sample of student folders (10-20): summer 2010 and finalize claims early fall. The *Inquiry Brief* draft report will be due August/September 2011. Accreditation visit is planned for February 21-24, 2012.

- MDE Elementary Standards

Progress: New Elementary Certificate Standards Matrix, program application and revised syllabi will be due to the state November 1, 2010. Beginning fall 2013, two new elementary program options will be available. A new elementary education MTTC composed of two parts will be used for testing October 2013.

Summer 2009 work conducted by Darla England, Kerisa Myers, and Darcia Black included putting together draft major/minor combinations based on the two program options. Kerisa Myers began work on the application and Darla England on Field Experience narratives.

Discussion and work on the standards were embedded in meetings of full-time faculty late August and J-term as well as during division meetings throughout the year. Darla England and Kerisa Myers participated in an early adopter review conference during January and February. It was through the review conference that further clarification was gained on how to make Teacher Education's report properly documented. An informational meeting was held for division chairs on

February 22. A narrative listing supporting evidence of how standards are met through courses and revised syllabi highlighting the evidence will be required from any courses in major/minors that elementary students take. Evidence may include course objectives and outcomes, assignments, and assessments. Divisions participating in the report will include: Teacher Education, Fine Arts, Communications & Media Studies, Humanities, Kinesiology, Mathematics & Science, History & Social Science, and Business.

Goals: The goal for the 2009-2012 Academic Year was to begin the work described above in order to be ready to submit the documentation to the state by November 1, 2010. This goal was met. The next goal will be to continue collecting data and communicating with the other divisions helping to write the report during summer 2010. Connie Sattler has been assisting Darcia Black and Vicki Conrad in constructing a website that will house the report to the state. Work to place documentation on the website will continue throughout the summer and early fall.

- **STATE STANDARD REPORTS**

In addition to the elementary standards, the following reports will be composed during the summer of 2010: Early Childhood, History & Social Studies, Learning Disabilities, and Math Program re-approval. These reports are due November 2010.

- **RECOGNITION**

Teacher Education moved from the satisfactory category on the TPI Score Card to **exemplary status** for the 2008-2009 reporting cycle. This status will be confirmed by MDE late July 2010.

- **MTTC**

Results: The 2008-2009 results are attached to this report. Based on the **2008-2009 Basic Skills** results, CU entry level teacher education students were ranked 12th out of 33 Michigan colleges. In addition, based on the **2008-2009 Teacher Certification** test results, CU student teachers ranked 18th out of 35 Michigan colleges. The department will attempt to collect data concerning the specific results based on each subject test to determine our students' strengths and weaknesses. The university chairs will be given the appropriate data alerting them to their department's students' effectiveness. The 2009-2010 results will be evaluated in September.

Note: Work has begun on a preparation course to offer to our student teachers including tips on taking the tests. Darla England has begun to instruct student teachers to only take one certification/content test at a time to insure the highest success possible. Also, new sample practice tests will soon appear on the MTTC website. Investigation has been conducted by Darcia Black into possible study assistance (e.g. 'flash card programs' etc.).

- Mission Statement

The department was unified in the belief that it needed a mission statement to guide its continued success. The following statement was adopted:

The Teacher Education Division is passionate about preparing our students to serve as highly qualified teachers in public, Christian, or Overseas schools by developing the knowledge, skills, and Christian character to enable them to be servant leaders who are influencers in their world for Jesus Christ.

- Academic Preview Day

This event was held November 11, 2009. Approximately 15 students and their parents attended. Keith Mc Adams was appointed as coordinator for this event. Laurie Burgess taught an Educational Psychology lesson to the students and their parents. Faculty, alumni, and CU Teacher Education students led a Q & A panel. Kerisa Myers sent each visiting student a follow-up email thanking them for their visit and extending an invitation for continued communication.

Assessment: High Success

Conclusions: Utilize the same process.

- Advising Meeting

The department implemented a different strategy for this event. A survey was distributed to teacher education students to determine interest and need.

Results: A). Two 4-year planning workshops were offered from 10:00-11:00 AM and from noon-1:00 PM. (Eight students attended the first session. The second session did not have attendees.) B). Advisors were in their offices and available for consultation.

Assessment: Format successful; Number of attendees being reevaluated

Conclusions: Continue brainstorming ways to increase attendance

- Faith-based community outreach/instruction

- Involved Learning Disability Student volunteers and special need children in churches (pilot-2009-2010)

- ✓ One student completed a volunteer program with an area church that Darla England contacted and has now been hired to work with their children's ministry assisting with special needs students.

- Faculty

- *Professional Development*

- ✓ Lily Conference attendees: Rondy Brown, Laurie Burgess, Keith Mc Adams

- ✓ POD Conference: Laurie Burgess

- ✓ International Reading Association Conference: Suzi Bell

- ✓ Technology Conference: Keith Mc Adams, Lisa Norris

- ✓ NICS Conference: Darla England

- ✓ K.I.S.

- ✓ *Michigan ACE Network for Women Leaders in Higher Education:*
Laurie Burgess, Darla England, Kerisa Myers

- ✓ *Teacher Academy Assessment, Intervention and Inclusive Practice for: Children with Nonverbal Learning Disability & Children with Autism: Darla England, Kerisa Myers*
 - *MDE*
 - ✓ *Elementary Certification Meetings: Darla England, Keith Mc Adams, Kerisa Myers*
 - *TEAC*
 - ✓ *Accreditation Conference: Darla England, Kerisa Myers*
 - ✓ *Workshop Conference: Suzi Bell, Darcia Black, Laurie Burgess, Vicki Conrad, Darla England, Keith Mc Adams, Kerisa Myers, Lisa Norris*
 - *Presentations*
 - ✓ *CELT: Keith Mc Adams, Kerisa Myers*
 - ✓ *ITEC (Fire-up): Rondy Brown, Keith Mc Adams*
 - ✓ *MiAETC, Research Poster Session: Kerisa Myers*
 - *Faculty Evaluations*
 - ✓ *Kerisa Myers conducted fall and spring course observations for full-time faculty. During the spring semester, she began to observe part-time and adjuncts.*
 - ✓ *On May 11, Kerisa met with each faculty member that she observed to discuss online course evaluations, observations and goals for the 2010-2011.*
- Internships
 - *Cooperating Teacher Program Evaluations were conducted. Overall positive feedback provided. (Evaluation attached)*
 - *Student Teacher Post Assessment summary (attached)*
 - *Student Teaching:*
 - ✓ *Student Teacher of the Year: Nomination process changed to faculty vote because the majority of the faculty preferred to return to our “old” standards for voting. Students were reluctant to nominate themselves, and they felt the protocol was time consuming.*
 - ✓ *Mid and final Evaluations: Point scale adjustment occurred due to cooperating teacher, student and university supervisor’s input to have a grading scale that better reflected where they felt their student teachers were at mid-term and then for their final grade.*
 - ✓ *Teacher Education Online, Correspondence Course and CLEP Test Proposal-Effective January 2010:* *The following wording is communicated to teacher education students. {At the time this report was written, information was not provided as to exactly how and where students were obtaining this information.}*

“Students must have all online, correspondence courses and/or CLEP tests completed by the end of the term one year prior to their student-teaching term. In other words, online, correspondence and/or CLEP tests are not permitted to be taken or completed the term directly prior to the student teaching term. Please note: The spring/summer semester will count as one term. All courses enrolled in the term prior to student teaching should be completed at Cornerstone University. Students will be required to submit a written proposal for outstanding courses one year prior to student teaching. A formal, written proposal must be submitted to the Supervisor of Student Teaching for the approval of any exceptions. The signatures from both the Supervisor of Student Teaching and the Division Chair will be required for approval to the exception.

- Courses
 - Textbook changes: EDU 233, 342, EDU 441, EDU 445, ENG 321, SSC 464
 - Course Alterations
 - ✓ EDU 233: New Instructor; new textbook; casebook studies added.
 - ✓ EDU 342 and 445: Researched-based teaching strategies incorporated as well as online videos and assessments. (Successful; online assessments being reconsidered)
 - ✓ EDU 441 & 445: Students assisting classroom teachers in intervention techniques. (Highly successful. Connected current educational standards/theories in a practical ways). This internship will be discontinued for EDU 445 due to the logistics in arranging it with area schools.
 - ✓ EDU 352: Sensory learning for special needs children incorporated in order to implement special education inclusion strategies into the course.
 - ✓ EDU 231: REMC tour was added to the course in order to introduce education students to the services available to them during their undergraduate work as well as in the future if they teach in Michigan. In addition, a special speaker addressing the topic “Mission of Schools” was added to the seminar component of the observation practicum so that students would be aware of opportunities and options for them beyond teaching in a public or private school in the states (global integration).
- Young Educators’ Society
 - *Sponsored Events:* Movie Nights, Dessert Raffle, Student Teacher recognition, Public and Charter School interviewing skills and resume seminar
 - *Goal:* Increase attendance

Best Practice – Course Assessment Report

Assessment of SOC 111, Introduction to Sociology Spring 2010

A pre-test post-test design was used to assess students' learning in Introduction to Sociology for both fall 2009 and spring 2010. Eight major subareas were measured: sociological perspective, culture, socialization, social structure, groups and formal organizations, deviance, social stratification, and race and ethnic inequalities. Two different tests were administered for the pretest and posttest. During both fall and spring, students performed better ($p < .0001$) on the post-test ($M = 72.57$, $SD = 14.06$ and $M = 71.4$, $SD = 17.64$ in the fall and spring respectively) than on the pretest ($M = 22.67$, $SD = 2.52$ and $M = 22.8$, $SD = 5.85$ in the fall and spring semesters respectively). They also performed better in each subarea as is indicated in the chart below:

SOC 111 Assessment by Subject Area and Total Exam Percentage of Correct Answers				
Subject Area in Sociology	Fall 2009		Spring 2010	
	Pre-test	Post-test	Pre-test	Post-test
Sociological Perspective	18	71	18	71
Culture	10	79	10	80
Socialization	25	77	23	71
Social Interaction	28	81	19	69
Groups and Formal Organizations	17	73	17	73
Deviance	20	75	11	62
Social Stratification	8	70	10	58
Race and Ethnic Inequality	20	84	18	75
Family	29	87	34	61
Overall Mean for Subject Areas (SD)	19	77.3	18	69
T-test Probability (<.0001)	3.28584E-07		3.1855E-06	
Total Exam Mean (SD)	22.67 (2.52)	75.27 (14.06)	22.8 (5.85)	71.4 (17.64)
T-test Probability (<.0001)	1.70494E-15		3.30223E-13	

While there was a statistically significant improvement from pre-test to post-test, less than 70% of items were answered correctly in four areas on the post-test during the spring semester 2010, social interaction, deviance, social stratification, and family. Two of these areas, deviance and stratification, were also weaknesses during spring 2009. Less than 70% of items were answered correctly in deviance and stratification. If these continue to be areas of weakness, it will be necessary to review how that material is taught in an effort to get at least 70%. During fall 2009, however, the mean correct responses were at least 70 percent in each subfield.

Course Objectives

SOC 111 has four objectives:

1. Define and explain the basic concepts of Sociology, noting the interrelationships among the concepts and their relevance for understanding social life.
2. Cite and explain the basic theories and methods of sociology.
3. Place the basic content of Sociology within a Christian framework.
4. Define society and culture and explain their influence on human behavior, including one's own.

Various items on the post-test were used to measure the extent to which these objectives were achieved: Objective one was measured with items that tested students' knowledge of the definitions as well as items that tested their ability to apply them (as a proxy for "[the concepts'] relevance for understanding social life." On the Spring pre-test, students answered an average 29% of the items measuring knowledge of definitions correctly; by contrast, they answered an average 70% of the definitional items correctly on the post-test. Their ability to apply these concepts to life is evident by the mean correct score of 77 on the post-test (vs. 18% on the pre-test). The second objective, understanding of theories, was assessed on both the pretest and post-test. Whereas only 5% of the items were answered correctly on the pretest, 78% of the items were answered correctly on the post-test, suggesting an adequate grasp of the theories and an ability to apply them to different sociological topics. Only a few items were used to assess research on both the pre-test (n=5) and post-test (n = 3). The average of correct responses was 8% and 46% respectively. Student's performance on the fourth objective was measured on both the pre-test and post-test. Results for both fall and spring semesters suggests students gained an adequate understanding of culture (*M = 79 in the fall and 80 in the spring semesters*).

The student's ability to integrate a biblical world view was assessed on the cognitive mapping assignments as well as the final exam. In some instances, students struggle with this portion. For example, scripture was sometimes used inappropriately. When asked to cite passages that were related to poverty, some students used, "Blessed are the poor in spirit." Written feedback was given. However, in the future, the cognitive mapping assignments will be incorporated into class discussion and selected items measured on the final as a post-test measure. On the final exam, students are typically asked a question about the value of sociology for the believer. On the Spring 2010 final, they were given the following question:

One of the values of sociology for the believer is that it makes one aware of the need to act responsibly. Choose three of the following, define or explain it, and note how it suggests the need to act responsibly. Select two additional sociological concepts or research findings, explain them and talk about their relevance for responsible behavior on the part of the believer.

- a. Stanley Milgram's research b. Irving Janis's research
- c. Asch's finding re: an ally d. Consequences of Divorce
- e. Cultural Relativity f. Condemning the Condemner

When students knew the definition of the concept or the research finding, they were able to articulate a way in which it makes one aware of the need for responsible behavior. Examples of student responses are listed below:

- Milgram found that the volunteers usually shocked the man well after they express [discomfort] because they were to [do so]. As a believer, this experiment should make us aware of the time when our own values are sacrificed. We must stand strong like Daniel when authoritative commands conflict with our beliefs.
- It is very interesting to realize how easy it is for people to conform. In Asch's experiment, he proved that people will sacrifice the right answer for the sake of not standing out. As a Christian, I have all too often sacrificed the truth in order to slip in with the crowd. It is so easy to let our surrounding affect what we believe to be true as well as affect our outward choice.
- ...After hearingpeople give an incorrect answer, the participant "followed the crowd" and also gave an incorrect answer. The study changed, however, when one other person gave the correct answer. Only then did the participant feel safe enough to give the correct answer. This suggests the need to act responsibly because it applied to much more than deciding which line is the same length of another. ... In my experience, having one person that said we should not be talking about this was enough to change the conversation. We are called to live according to a higher standard and being an ally to our brothers and sisters in Christ makes all the difference.
- Condemning the condemner is a reaction of a deviant upon being caught. The deviant, instead of accepting blame, turns the blame back on his or her accuser. For the believer, if we are doing something deviant, we should reject this as a response to our accuser.
- When we are confronted about something we are doing wrong, we often justify our actions by blaming the person confronting us for doing the same thing or doing something worse. As believers, we need to listen to the people trying to correct us and accept the fact that we mess up and to try and correct our behavior.

Changes Made between Fall and Spring Semesters

Based upon the OCE results and students' responses to questions at the end of the semester, I made the following changes to the course:

1. Required two hours of study group. Students were assigned to study groups based upon responses to a survey administered at the beginning of the semester. The goal was to limit each study group to 4-5 people and include persons with different learning styles. While I assigned study groups in the fall and encouraged to use them, end of the semester feedback indicated that no students did so. Consequently, study groups were five percent of the students' final grade during the spring semester. Based upon feedback from students (End of the Semester and Online Course Evaluations (OCEs), I will continue to use study groups but with much more structure (cf. Implications for the Future below).
2. Reinstitution of Cognitive Mapping Assignments. In an effort to encourage critical thinking and have students work on biblical integration, I decided to require cognitive mapping assignments. Based on student feedback, many found them to be quite helpful in making connection between concepts already learned, encouraging critical thinking, and integrating one's biblical worldview. One addition to cognitive maps during the Spring semester was an item asking students what questions they had about material covered in the chapter or on the cognitive maps. These questions were then addressed in class.
3. Online Quizzes. In an effort to encourage students to actively read the material prior to covering it in class, I required them to take an online quiz and submit it by 7:30 am on the first day the material was covered. These are typically quite general and assess the main ideas/concepts in the chapter. These quizzes were worth 5% of the final grade; announced quizzes (at the end of each chapter) were worth 10% of the final grade.

Implications for Future Courses

1. Elimination of Online Quizzes. In retrospect, having online quizzes and cognitive mapping assignments due the first day each chapter was covered was probably overwhelming. Since the cognitive mapping assignments require interaction with the material, I can delete the online quizzes and still attain the objective of encouraging students to study the chapter rather than engage in a cursory reading of the material.
2. Maintain study groups but make changes to give the groups more structure. First, group members will determine their study time and report that to Mrs. Ohman by the end of the first week of classes. Second, students will be instructed to bring their completed cognitive maps to the study session and complete a group cognitive mapping assignment. Any student who does not bring a completed cognitive map to the study session will not receive credit for the group assignment. The group assignment should be the result of collaboration and be better than any individual member's work. In addition, in order to receive credit, cognitive mapping assignments will be submitted to me (copied to Mrs. Ohman) 24 hours before each study group meets. Third,

students will be instructed to use any remaining study group time to answer the objectives and critical thinking questions for each chapter. They will continue to submit questions they have about the material, and I will respond to those questions during class.

3. Allocate more time for the discussion of research and include more items assessing basic methods of research on the pre-test and post-test. Very little time is currently used to review the section re: research. However, if this is the only social science course students take, they will not have the basic information expected. Therefore, more time needs to be dedicated to this material in the future.
4. Eliminate Objective 4, as it can be subsumed under Objective 1.

Name of Course _____ Introduction to Sociology (SOC 111) _____

Academic Year: 2009-10

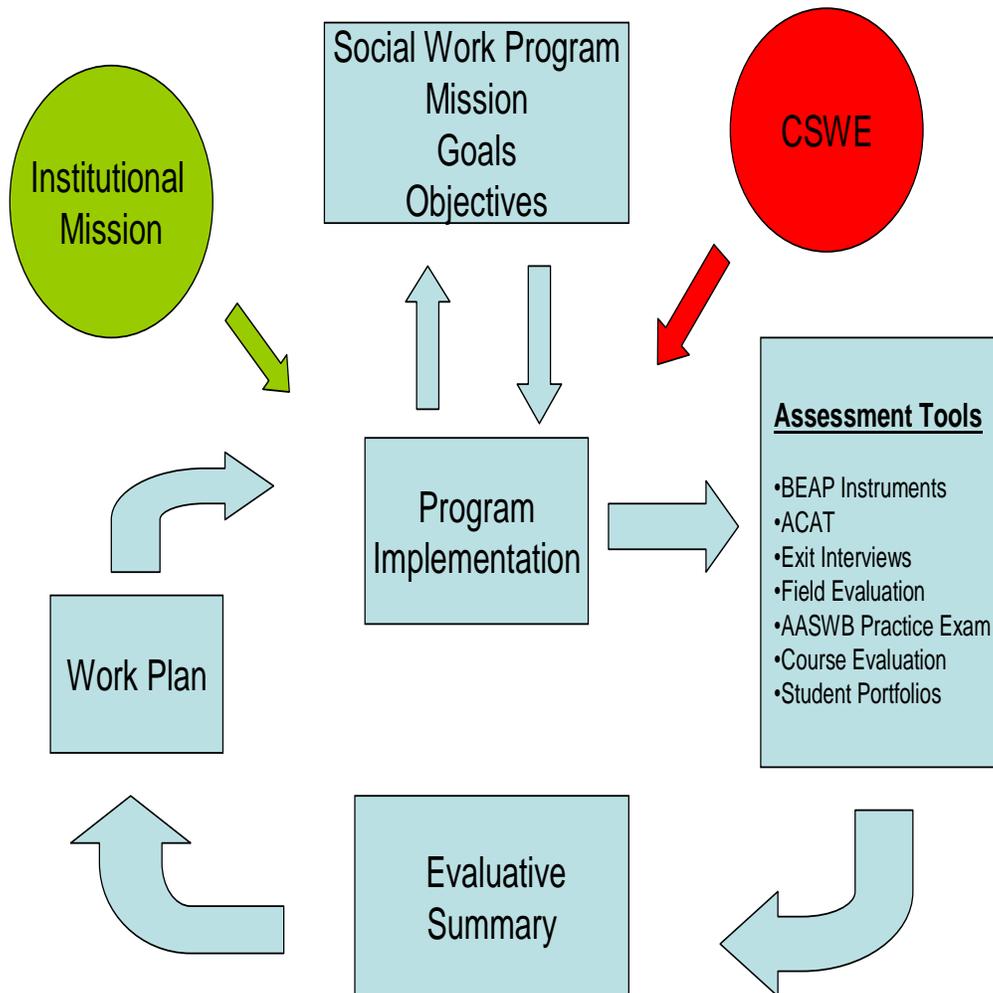
DIVISION OBJECTIVES

Division Goal	Course Objective	How Assessed	Result	Recommendation for closing the loop
1. Develop skills and insight necessary to integrate their chosen discipline in history or the social sciences with biblical concepts and worldview	Place basic content of sociology within a Christian framework	Cognitive Mapping Final Exam	Sometimes, students struggle with cognitive mapping assignments. Students demonstrated adequate understanding (cf. Assessment Report)	Written feedback was given this semester; however, these items will be systematically included in class discussion and selected items included on unit tests and final exam
2. Demonstrate ability to speak and write effectively in the discourse of the discipline.				
3. Understand the historical progression of their discipline and how that history continues to impact the present.	Cite and explain basic theories and research methods of sociology	Final Exam Note: Too few items re: research items were included on pretest and final. Not much time dedicated to research in the classroom	Students score 78% on theories; thus, above 70% established as minimum Students score 46% on research, far below the desired 70%	More time will be dedicated to research in the future. Additional items will be included on pretest and final to test basic understanding of research.

4. Understand and appreciate ecological and multi-cultural facets of their chosen discipline.				
5. Articulate the relationship between theory, application and practice in one's chosen discipline.				
6. Learn foundational research and inquiry skills, including skills in evaluating and conducting empirical research as well as scholarly literature searches and review				
7. Develop awareness and skills in computer and other technological applications to research and practice in their chosen discipline.				
8. Understand the significant moral and ethical responsibilities associated with their discipline.				
9. Prepare themselves for graduate education and training and/or employment in their chosen discipline.	<ul style="list-style-type: none"> • Define and explain basic concepts, noting interrelationships and relevance for understanding everyday life. • Define culture and society and explain their influence on human behavior. 	Pretest-Post-test (Final Exam)	Students scored 79% in the fall and 80% in the Spring; thus, surpassed the minimum level desired (70%)	

Best Practice – A Departmental Evaluative Cycle

Cornerstone Social Work Program's Evaluative Cycle



Best Practice – A Core Course Yearly Assessment Report

KIN 100 FOUNDATIONS OF WELLNESS 2009-2010 ASSESSMENT REPORT

Goal #1: Revise course objectives.

As a department we met to revise our KIN 100 course objectives. The course has further developed over the past 5 years as textbooks and instructors have changed. Consequently, we needed to make changes to the course objectives.

See “KIN 100 Syllabus 10-11”

Goal #2: Revise course topics, sequencing of course topics and required chapters/assignments for the course.

To better align with our updated course objectives as well as new textbook, we met as a department to select chapters that each KIN 100 instructor must cover in the semester as well as required topics and assignments that must be covered. This will ensure that each section of wellness is accomplishing the course objectives and doing so in a similar fashion.

See “Class Days Guidelines” and “Class Sequence”

Goal #4: Revise KIN 100 class packet.

As one of 3 required “texts” the class packet provides the students with valuable information. Since objectives, course topics as well as assignments were changed, the packet needed to be revisited. As a department we downsized the packet and removed unused and unnecessary information.

Goal #3: Revise point system utilized to determine weekly physical activity grade.

We currently use Dr. Kenneth Cooper’s Aerobic Points System to determine a student’s physical activity level for each week. This point system contributes approximately 39% to a student’s final grade. The system has worked well but has its flaws.

One major flaw is that it doesn’t take into account the student’s current physical fitness level. The same amount and level of activity is required of all students. We hope to potentially correct this flaw in the future by utilizing a Polar FT7 heart rate monitor for each student. We plan to perform a pilot research project Fall of 2010 to determine the feasibility and as well as usability of this product.

Another flaw is that not all the activities our students engage in are listed in Cooper's physical activity packet. Cooper's system was designed in the 1980's before DDR, lacrosse, roller blading, and Wii became popular or invented! In an attempt to correct these lapses for our students, we have updated and made changes to Cooper's Aerobic Points System to better reflect our students' activities.

Goal #4: Using a Dependent t-test, determine statistical difference between Pre & Post test linked to wellness objectives.

Data was collected and analyzed to determine if a significant difference existed at the .10 alpha level between the pre & post test given in the KIN 100 sections for Spring 2009, Fall 2009, and Spring 2010. Eighteen sections of KIN 100 were analyzed and only 2 sections recorded a significant t-Test indicating that in only 2 sections was the pretest statistically significant than the post test.

Although this data seems to indicate that limited learning took place, it is important to note that in all sections of KIN 100 analyzed, the post test percentage of correct answers was higher than the pretest percentage. The limited number of significant t-Test results can be attributed to 2 factors: low number of participants and motivation of students to do well on the test.

An average of 17.61 students took the pre/post test in each section of KIN 100. The largest class size was 27 and smallest was 3 giving us a range of 24. t-Tests analyze data best when participant levels exceed 30.

Another factor impacting the result of the pre & post test is that the student's grade is not impacted by the results. Since the students know this, they admittedly do not give 100% effort to the testing. We have noted this concern in the past and plan to establish a course mid-term and final exam that each section of KIN 100 will be required to administer starting Fall 2010. These exams will replace the pre & post tests and provide data that will allow us to determine how well the course objectives are being met and should improve student motivation since their course grade will be impacted.

See "Pre and Post Tests 09-10"

Goal #5: Design a course mid-term and final exam to replace the pre & post tests.

Given the concerns expressed in goal #4, we are currently working towards creating a common midterm and final exam that will be used in all of our KIN 100 course.

See "KIN 100 Test Bank"

Goal #6: Gauge effectiveness of the new course requirement: College Adjustment Scale (CAS) administered by the Counseling Services Department.

Result: We coordinated with Counseling Services to bring the students a new experience in the KIN 100 course for Fall 2009. As part of their course grade, each student was required to set-up a one hour time slot with a counselor to complete and discuss the College Adjustment Scales (CAS) test. This test is designed to assess a student's adjustment to college and college life. This experience was suggested by Christine Stuve and agreed upon by the KIN 100 instructors. The intent was to introduce our students to professionals within the Cornerstone community who could assist our students with concerns related to wellness – emotional, social, spiritual, and intellectual, etc. This was a great step to communicating the importance of whole-person wellness.

In the Fall of 2009 we had a total of 136 students complete the CAS or 64.5% of all potential KIN 100 students. Since these sessions are private no information can be share regarding their impact but the Director of Counseling stated “we have doubled our sessions this semester (even without Wellness numbers) but I think it is due to wellness. We have had 494 sessions, of those 135 were wellness. Thank you for partnering with us in this new and VERY successful endeavor.”

No Spring 2010 data was available from Counseling Services.
See “WellnessreportFall2009”

Future Goals:

1. In an effort to establish a more reliable method of assessing physical activity levels for each student, we plan to implement a pilot research project Fall 2010 in one section of KIN 100. We will be using the Polar FT7 heart rate monitor, polarpersonaltrainer.com, and a flowlink to download information on each student. The heart rate monitors would replace our current paper method of recording activity and provide information each week on each student's days, length, and intensity of activity. If we determine the Polar FT7 is feasible and adaptable to our course goals, we would like for each student in all sections of KIN 100 to have a monitor Spring of 2011.
2. Address the dated health and wellness video selections available for the KIN 100 course. A variety of course topics can be covered very well using video/DVD presentations. This also allows for an additional “teaching method” to be utilized in the course. Unfortunately, most of our videos are 10+ years old. We have circulated health related DVD catalogs and the instructors marked their preferred selections. We are in the process of finalizing a list of DVDs to purchase and securing departmental funds to do so.

Next Steps for the Mishqelet Assessment Project

The following list of items represents the “next steps” for the campus community and the resultant goals for 2010-2011:

1. All divisions (not just academic divisions) will finalize divisional mission statements and objectives that are in line with the Cornerstone University mission statement.
2. Assessment data will be gathered and used in decision-making in all areas of the University.
3. A faculty development program will continue to be developed and progressively implemented.
4. All divisions will identify goals and report on these goals at the end of the year.
5. All divisions will move toward using the full assessment process (identifying goals, choosing assessment tools to collect data, evaluating data gathered, and using data to inform decisions regarding program development).



Mishqelet Assessment Project

Notes

Personal/Professional Next Steps

- 1.
- 2.
- 3.
- 4.
- 5.



Divisional Next Steps

- 1.
- 2.
- 3.
- 4.
- 5.

“To be receptive to change, members must understand their role in the fulfillment of a larger purpose and see how change will better enable them to accomplish organizational goals.”

(Deetz, et al., *Leading Organizations Through Transition*, p. 154)

Campus Assessment Information

For more information regarding the work of assessment for the 2009-010 academic year, please consult the following Odyssey website for:

- specific divisional reports and filings
- specific course reports and filings
- results of campus-wide macro- assessment data
- the reporting forms used to guide the yearly activity
- minutes and activities of the Assessment Committee

To access the Odyssey Assessment Website:

1. Go the <http://odyssey.cornerstone.edu> or follow the link on the Eagle's Nest
2. Upon entering the Odyssey website, locate "CU Assessment"
3. Under the general CU Assessment course, you will find material on many areas of assessment at Cornerstone University. The Annual Assessment Reports from each division may be found under the Assessment Reports tab in the Divisional Assessment Reports folder.

In addition, the following website is useful in seeing how the university posts its assessment work to the world via the internet:

www.cornerstone.edu/academics/assessment

Assessing Towards Quality



Cornerstone
UNIVERSITY®